

Pupil premium strategy statement (Draft for LGC Approval)

This statement details our school's use of pupil premium (and recovery premium for the **2022-2023** 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	2021-22	2022-23	2022-24
School name	Theale Green School	Theale Green School	Theale Green School
Number of pupils in school (Yr 7-11)	546 (652 Yr7-13)		
Proportion (%) of pupil premium eligible pupils	25% (Ave 29% Yrs 8-10)	28% (32% in Year 7)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024	2021-2024	2021-2024
Date this statement was published	3 rd December '21	Updated Sept 1 st '22	
Date on which it will be reviewed	By 24 th July '22	By 20 th July '23	
Statement authorised by	J Halliday	J Halliday	
Pupil premium lead	J Halliday	J Halliday	
Governor / Trustee lead	Paul Emberlin	Paul Emberlin	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130513
Recovery premium funding allocation this academic year	£ 22000
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	£ 152513

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all of our students is that they achieve aspirational and meaningful next step destinations – a reflection of our Trust mission statement:

Transforming Lives Through Learning

Regardless of prior attainment of disadvantaged pupils, the quality of teaching and learning is central to our goals. During the pandemic our Trust Wide “transforming lives group” invested financial and human resources into development of expertise in metacognition and Rosenshine’s principles. This was a natural development from the focus of the previous three years in terms of raising the quality of T&L as a key improvement priority. Additionally, the foundations of a whole school literacy strategy were laid down, with this being a key focus of INSET in September ’21.

Our strategy includes targeted tutoring for those most affected to support best possible access to next step destinations at points of transition.

We are a school community where regardless of prior experience, every student feels they are of equal value to the community; that they have skills and strengths to be tested, that failure is welcome (not terminal), that sport, arts, broader participation and uncertainty should be present in every day and that the possibilities for their next steps destination are ambitious and motivational. The EEF tells us that most young people have high aspirations and it is the most effective practice to ensure the development of knowledge and skill to achieve those aspirations than intervention around the aspiration.

We do not yet have all of the answers¹ to eradicating the gaps of disadvantage, and we acknowledge that at each strategy review we are likely to use new knowledge and understanding to adapt, but inherent within our strategy is to both rebuild the lost and build new connections with our families, to enable families to enter open, honest and challenging dialogue which helps us respond better to their needs.

¹ Recommendation 1 - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have greater learning gaps as a result of the pandemic gap of 1.3-1.4yrs reading age on arrival
2	Literacy and oracy are less well developed in disadvantaged students arriving at Theale Green School reducing access to the curriculum and so growing the learning gap over time gap of 1.3-1.4yrs reading age on arrival
3	Rapid increase in number of disadvantaged children into lower year groups with lack of resources to respond to pastoral and social needs, compounded by impact of pandemic on disadvantaged students.
4	Students are unable to consistently recognise and articulate both their aspirations and their transferable strengths / skills, so reinforcing likelihood of fixed views of "self"
5	Disadvantaged students attend less well and are more likely to be excluded (although this gap has closed considerably over three years, progress needs to continue)
6	Well school framework – disadvantaged students need greater encouragement to develop their well-being

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July '24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved academic attainment for disadvantaged students both through KS3/4 and at the end of KS4, with a notable focus on English, Maths and Science	2023/24 KS4 outcomes result in disadvantaged students achieving a P8 score of +0.0 By the end of 2024 an equivalent % of PP students vs non-disadvantaged students studying triple science based on FFT projections
Improved reading comprehension by end of KS3 for disadvantaged students	Reading age of disadvantaged students <0.8yr difference by end of KS3 Learning Walks Literacy – autumn '21 as baseline
Metacognition and self-regulation are shown to have improved across the cohort of disadvantaged students	Quantifiable progress is seen in the quality of T&L (delivery of Rosenshine's principles and whole school literacy) compared to baseline autumn '21 (including Learning Walks, Book Scrutiny, Lesson Observations, Impact of CPD)

	Behaviour and engagement data shows long term trajectory of growth in the classroom setting (see strategic plan)
Disadvantaged students are ambitious for their future	Maintain zero NEETs and continued growth in entry of disadvantaged students into Sixth Form. Students can articulate how they reflect Attributes for employment / training Student surveys demonstrate that all students have an equally strong connection with their future ambitions.
Attendance improves and exclusions reduce	Continued trajectory towards matching attendance (95%+) / and reducing exclusions for disadvantaged and all students. Student and parent voice demonstrates recognition of high level of pastoral / social support for students (and families).
Achieve and sustain equity for all students relative to the Well school Framework	Demonstrable equity each year evidenced in attendance and participation through clubs, events, trips, leadership and community.

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: £ 68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD of metacognition and Rosenshine's Principles	<u>EEF Metacognition and Self-Regulation</u> A planned CPD programme (staff led and through coaching groups) for 21/22 around both metacognition and Rosenshine's principles	1,4
Improvement of whole school literacy through implementation of strategy built upon <u>Improving Literacy in Secondary Schools</u>	<u>EEF Teaching Assistant Interventions</u> <u>Improving Literacy in Secondary Schools</u> An evidenced based whole school literacy strategy (including whole staff CPD and parental engagement) combined with a targeted Learning Mentoring approach in English aims to tackle improvements in literacy approaches across the curriculum	1,2,4
Effective use of data through purchase of Four Matrix and continued development of use of Classcharts	Provide quantitative evidence to support Gap Analysis and the impact of interventions for groups of students to improve diagnostic techniques for more precise intervention <u>EEF Gathering and Interpreting Data</u>	1,2,5

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

Budgeted cost: £ 57213

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring to support students most affected	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u> Using a combination of external tutoring partners and a local tutor, to provide tutoring in English, mathematics and Science across KS3 and KS4. Additionally peer tutoring in English and mathematics with Sixth Form students and KS4 students. The common characteristic is that learners take on	1,2,4

	<p>responsibility for aspects of teaching and for evaluating their success</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
Reading Comprehension	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>To support this we will deliver:</p> <ol style="list-style-type: none"> 1) Accelerated Reading - all KS3 students undertake the AR programme to boost confidence and enjoyment of reading 2) Reading Plus – targeted at groups of KS3/4 students; to practice reading fluency leading to more effective readers 3) Reading Canon – all students Year 7-11 participate in the Reading Canon during tutor time; a shared reading experience for our community with books carefully chosen for diversity and inclusivity. 	1,2,4
In school mentoring	<p>Small group / 1:1 work. To provide greater access to mathematics for the most affected KS3/4 students through organised study sessions with Sixth Form students</p> <p>Mentoring through Berkshire Youth / AQA unlocking potential qualification.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,4
CEIAG programme which focuses on richness, diversity and social mobility	<p>Drive a rich and broad programme to provide the foundation for social mobility amongst disadvantaged students</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves <u>EEF Metacognition and Self-Regulation</u></p>	4,6

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

Budgeted cost: £ 27300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement approaches including: <ul style="list-style-type: none"> • Engagement with Literacy • IT qualifications • Parent voice 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Creating tailored opportunities for 1:1 and group meetings / discussions with parents to support activities leading to social mobility and targeted support for families to address challenges; literacy and IT being foci.	All
Attendance support officer role to be widened beyond attendance administration to support attendance, notably PA	<u>DfE Attendance and Attainment</u> <u>DfE Improving Attendance 2021</u> Using the evidence and guidance to focus on increasing attendance of disadvantaged (and all students)	6
Contingency fund for community engagement (trips, crew etc.)	<u>Arts</u> <u>PHE Links Sport to Well Being and Attainment</u> Creating opportunities for students to participate and engage in school activities, whilst promoting physical and mental well being	3, 4, 6
Development of the ELSA team to provide greater access for students in support of social and emotional learning Administrative staffing will also increase to support the Pastoral and ELSA team to transfer more 1:1 / group time to students	Research published by the EEF <u>Social and Emotional Learning</u> provides evidence to indicate the positive impact of Social and Emotional Learning on learning. In addition, research by the <u>Journal Educational Psychology in Practice</u> on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a trusted relationship with the staff member	3

Total budgeted cost: £ 152513

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.

Review of Pupil Premium Grant and its impact 2021-22 saw a shift in terms of focus of expenditure with an operational focus to a more strategic focus. This meant that expenditure moved towards academic progress of students through, for example, 1:1 / group tuition, the accelerated reading programme and the reading canon.

All, with the exception of one student who chose not to, Year 11 PP students received tuition in the core subjects through qualified teachers at TGS or through the Brilliant Club

This is the 4th examination series since TGS became part of the ALET. The Progress 8 scores for the two years with not CAG/TAG examinations are below

Series	18/19	19/20	20/21	21/22
Non-Disadv	-0.39	TAG	CAG	+0.01
Disadv	-1.34	TAG	CAG	-0.73

The improvement in all students can be seen, but notably in disadvantaged students.

The OFSTED report commented:

There is has been significant growth at the lower end of the school in the size of the disadvantaged cohort and the emphasis on invest in the literacy strategy and reading programmes has been seen both in terms of participation of students but also in the observations of OFSTED inspectors.

The school offers a vast range of leadership roles for pupils. These include literacy coordinators, sports captains, anti-bullying ambassadors, transition mentors and the school council. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) value such opportunities to be involved. They are proud of their contribution to the school.

There are clear targets for disadvantaged pupils to improve their attendance and raise their ambition. The proportion of disadvantaged pupils has increased significantly. Many have complex needs which the school supports particularly well. The school is working successfully to raise their attendance and improve their

behaviour.

Attendance has continued to provide challenge and the conversations with OFSTED were helpful in terms of supporting use to focus on the key aspects which will now form part of our 22/23 Attendance Strategy.

Although harder to evidence our continued commitment to wider strategies has supported disadvantaged students with many extra-curricular activities from Drama productions to sporting activities and music tuition. Our second hand uniform shop, and the change of supplier has also allowed us to divert monies that were being spent on uniform into other evidenced based activities and this theme will continue into 22/23.

We are aware that we will have to carefully link our strategic planning in the year ahead to our Pupil Premium planning as we expect a rise again in the cohort of disadvantaged students in Year 7.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The very rapid changes that have taken place at Theale Green School, from a small and low baseline, have meant that we are constantly adapting to change and having to look for new and creative ways of funding change; this is aside from the environmental and societal challenges that we have faced. We are constantly having to predict what is needed with rapid growth of the school, the disadvantaged cohort and EAL students.

This is meant that we have become adept at drawing on local and national resources to support our growth and the constant renewal of resources that is needed. We have worked very closely with:

- The Local Authority
- The Youth Sport Trust and our SGO
- Berkshire Youth

and many other local and national organisations to support our disadvantaged students. We have also valued the Dame Kelly Holmes Achieving Potential course, the opportunity to develop School Health Champions, the many organisations supporting our RSHE programme and the many local companies such as Stantec which provide invaluable careers' support; these are alongside many other organisations who have provided significant and creative support to us, both local and national.