

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)		696 (787 Yr 7-13)
Proportion (%) of pupil premium eligible pupils	25% (Ave 29% Yrs 8-10)	28% (32% in Year 7)	24% (28% in Yrs 8, 9 and 10)
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	Updated 30 th October '23
Date on which it will be reviewed	By 24 th July '22	By 20 th July '23	By 19 th July '24
Statement authorised by	J Halliday	J Halliday	C Badarello
Pupil premium lead	J Halliday	J Halliday	S Cartland
Governor / Trustee lead	Paul Emberlin	Paul Emberlin	Paul Emberlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176965
Recovery premium funding allocation this academic year	£ -
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	£ 176965

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. 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 should feel they are of equal value to the community; that they have skills and strengths to be tested, 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. We know that young people have high aspirations we must ensure the development of knowledge and skill to achieve those aspirations.

We accept we do not yet have all of the answers 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. 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.

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
2	Literacy and oracy are less well developed in disadvantaged students reducing access to the curriculum and so growing the learning gap over time
3	Increase in the number of disadvantaged children into the school demands we respond to pastoral and social needs with finite resources.

4	More 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	Typically, disadvantaged students attend less well and are more likely nationally to be excluded
6	Typically, disadvantaged students need greater encouragement to engage with conversations around their personal wellbeing. We recognise the challenges they can face.

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
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. Through delivery of Rosenshine's principles and whole school literacy. Evidenced through learning walks, book scrutiny, lesson observations, end evaluation of the impact of CPD
	Behaviour and engagement data shows long term trajectory of growth in the classroom setting

<p>Disadvantaged students are ambitious for their future</p>	<p>Maintain zero NEETs and continued growth in entry of disadvantaged students into Sixth Form.</p> <p>Students can articulate how they reflect key attributes for employment / training</p> <p>Student surveys demonstrate that all students have an equally strong connection with their future ambitions.</p>
<p>Attendance improves and exclusions reduce</p>	<p>Continued trajectory towards improving attendance and reducing exclusions for disadvantaged and all students.</p> <p>Student and parent voice demonstrates recognition of high level of pastoral / social support for students (and families).</p>
<p>Achieve and sustain equity for all students relative to the Well school Framework</p>	<p>Demonstrable equity each year evidenced in attendance and participation through clubs, events, trips, leadership and community.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 77000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD on 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	<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	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: £ 73000

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

<p>In school mentoring</p>	<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> <p>Deploy Family Support Worker and Student Engagement Managers to support students and families with high expectations, standards and aspirations of school life.</p>	<p>1,4</p>
<p>CEIAG programme which focuses on richness, diversity and social mobility</p>	<p>Drive a rich and broad programme to provide the foundation for social mobility amongst disadvantaged students 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 EEF Metacognition and Self-Regulation</p>	<p>4,6</p>

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 Journal <u>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: £ 176965

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 2022 to 2023 academic year.

In 2022-23 there was a continued focus on shifting from an operational focus to a more strategic focus, leading to expenditure focused on academic progress of students through, for examples, accelerated reading programmes, mentoring programmes and developing aspiration.

A focus was taken on academic resilience and developing this across the school, which included:

- A focus on life circumstances of children that affect their preparedness for growth, development and learning (their academic resilience)
- Having a holistic understanding of how a student may present and the extra skills they may need to draw upon to achieve equity for that child.
- A focus on students feeling valued and having a sense of belonging at Theale Green School.
- Enabling all staff to be curious and think differently about what each child may or may not need, given their current context, to build their academic resilience.
- Pre-emptive approaches to supporting a child's academic resilience in school life by targeting opportunities and/or picking up early signals more effectively.
- Tailoring our support and approaches to families, to support their child more effectively.

Heads of Year were re-introduced back into the Theale Green staffing structure in 2022 – with a HoY 7/8, HoY 9 and 10 and HoY 11. The impact of this group of staff varied and it will take time for parents, staff and students to adjust to the new layers within the school. Initial impact can be seen in terms of developing a sense of year group cohesion, championing and mentoring individual students, developing aspiration and celebrating success through praise assemblies and connections with students.

This is the 5th examination series since TGS became part of the ALET. The Progress 8 scores for the three years with not CAG/TAG examinations are below:

Series	18/19	19/20	20/21	21/22	22/23
Non-Disadv	-0.39	TAG	CAG	+0.01	-0.70
Disadv	-1.34	TAG	CAG	-0.73	-0.93

Year 11 in 2024 had experienced considerable change since year 7 with high numbers being in year admissions, rather than entering at the normal point of entry. Attendance of this year group was particularly challenging:

- Attendance was 4.9% below national average of year 11 groups
- Female attendance was 4.9% below national average for year 11 females.
- Male attendance was 2.9% below national average for year 11 males.
- Attendance of disadvantage was 6% below national average.

All year 11 students received additional support in preparation for their exams including remote how to revise sessions, drop down morning focuses on growth mind set and revision skills, GCSE Warm Up sessions delivered by subject

specialists. Alongside this all Year 11 students were invited to attend a revision breakfasts with their Head of Year and AHT (Teaching and Learning) to receive their revision guide and structured revision support.

Attendance has continued to provide challenge due to increase of Emotional Based School Avoidance (EBSA) and families returning to taking holidays during term time. New processes are in place across West Berkshire in terms of attendance. Key aspects of the new processes and learns from 2022-23 will now form part of our 23/24 Attendance Strategy.

Financial planning in 2022-23 has seen growth in the support available for students including:

- Appointment of a Family Support Worker (FSW) to support individual families and lead on My Family Plans.
- Appointment of two Student Engagement Managers to support students being removed from lessons due to challenging or disruptive behaviour.

Plans have been put into place during this academic year to have a free breakfast service in the canteen from September 2023, allowing all students to access porridge every day. This was funded by external funding from Dr Ellerton's Charity.

There has been noticeable achievement in terms of curriculum linked to pupil premium including:

- Introduction of GCSE Hospitality and Catering – 25% of the Yr 11 cohort is PP and 44% of the Yr 10 cohort is PP. These students have been provided ingredients from the Pupil Premium Grant and provided opportunities to cater events at school such as Pensioners Party and Open Evenings.
- A significant rise of PP students studying Computing – 32% of the Year 10 cohort is PP and there has been the introduction of 2 GCSE Computing groups. This is a 13% increase from last academic year.

Although harder to evidence our continued commitment to wider strategies has supported disadvantaged students with many extra-curricular activities from Drama productions, gardening to sporting activities and music tuition. The Local Authority for the second year have provided funding for a group of students to complete their Level 2 Youth Health Champions qualification. The group was made up out of 71.4% male, 29.5% PP, 21.4% SEND and 1 child classed as refugee/EAL. All students successfully completed the qualification in 3 days. Our connections with local and external companies have seen:

- Four students in Year 9 engage in the Dame Kelly Holmes Achieving Potential Course
- Five students in Year 8 and 9 engage in mentoring from Hannah Beharry
- Ten students in Year 8 engage in mentoring weekly from Reading Football Club
- Sailing and Basketball opportunities.
- Ten students in Year 10 engaged in Stantec aspiration and careers mentoring.

A change of focus in Sixth Form saw an increase in sixth formers being used to mentor and tutor students. The High Level Learning Mentors worked alongside the Sixth Form Team to introduce Sixth Form Reading Buddies. Thirty reading buddies were appointed and read weekly with students in Year 7 and 8. As we move into 23/24 this will return alongside a focus on Maths.

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 23/24. We also introduced a uniform loan system ran by our Student Support Team to allow all students access to clean uniform daily removing any barriers to them being in the classroom.

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.

Further information

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 ever changing disadvantaged cohort.

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 and benefitted from:

- The Local Authority
- The Youth Sport Trust and our School Games Organiser
- Berkshire Youth
- Local and national organisations to support our disadvantaged students

- The Dame Kelly Holmes Achieving Potential course
- The opportunity to develop School Health Champions
- Organisations supporting our RSHE programme
- Local companies such as Stantec which provide invaluable careers' support
- Local organisations who have provided significant and creative support to us, both local and national.