

Tiverton High School Pupil Premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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	Tiverton High School
Number of students in school	1230
Proportion (%) of pupil premium eligible students	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 9 th 2021
Date on which it will be reviewed	January 9 th 2023
Statement authorised by	Samantha Crook
Pupil premium lead	Julie Scotting
Governor / Trustee lead	Flora Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,825
Recovery premium funding allocation this academic year	£45,675
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	£363,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our literacy and numeracy interventions, Spotlight groups in each year and tutor mentoring programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1

The Maths and English attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly have a less developed vocabulary and struggle with problem solving tasks.

The average gap of students below expectation or reaching expectation in Y7 is 10%. If we use 5+ as the expectation it increases by about 10% in both English and maths. If you use 4+ as the expectation, the figures show 10% gap in maths and 5% in English.

% Below ARE in Y7						
	Eng			Ma		
	DA	Non DA	Gap	DA	Non DA	Gap
Y7	26	21	-5	25	21	-4
Y8	28	19	-9	32	27	-5
Y9	45	27	-18	39	19	-20
Average	33	22	-11	32	22	-10
	Eng 5+			Ma 5+		
	DA	Non DA	Gap	DA	Non DA	Gap
2021	40	63	-23	36	54	-18
2020	42	58	-16	33	54	-21
2019	39	58	-19	28	53	-25
Average	40	60	-19	32	54	-21
	Eng 4+			Ma 4+		
	DA	Non DA	Gap	DA	Non DA	Gap
2021	66	81	-15	64	77	-13
2020	68	80	-12	61	75	-14

2019	56	75	-19	43	75	-32
Average	63	79	-15	56	76	-20

Subsequent internal and external (where available) assessments show that this gap remains steady during students' time at our school.

		Overall P8	Eng P8	Ma P8	Ebacc P8	Open P8
2021	Non DA	0.4	0.3	0.3	0.3	0.5
	DA	-0.1	-0.3	0.1	-0.1	-0.2
	Gap	-0.5	-0.6	-0.2	-0.4	-0.7
2020	Non DA	0.5	0.2	0.6	0.6	0.4
	DA	0.1	-0.1	0.2	0.2	0
	Gap	-0.4	-0.3	-0.4	-0.4	-0.4
2019	Non DA	0.2	0.3	0.5	0.2	0.1
	DA	-0.5	-0.4	-0.2	-0.4	-0.7
	Gap	-0.7	-0.7	-0.7	-0.6	-0.8
Average		-0.5	-0.5	-0.4	-0.5	-0.6

In September 2021, a nurture group was created as a discreet year 7 class, taught by a year 6 teacher, incorporating 50% of disadvantaged students due to the particularly high number of students who were non-secondary ready on intake.

- 2 Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
- 3 Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. Our recent survey, carried out during in the initial stages of pandemic indicated that disadvantaged students have less access to the technology required for remote learning than their non-disadvantaged peers.

	This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, slightly more in English than in maths.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in the open basket subjects at GCSE. Our surveys of disadvantaged students indicate that they benefit particularly from 'flash marking,' immediate feedback and access to Knowledge Organisers.
5	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 192 students (98 of whom are disadvantaged) currently require additional support with social and emotional needs, with 76 (51 of whom are disadvantaged) currently receiving small group interventions.</p>

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 among disadvantaged students across the curriculum at the end of KS4, particularly within the open basket subjects	<p>By the end of our current plan in 2024/25, disadvantaged students have a gap of no more than -0.1% with non-disadvantaged students within the open basket subjects</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> an average Progress 8 score of -0.1% or less
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers should also have recognised</p>

	<p>this improvement through engagement in lessons and evidence of increased directly linked to feedback through book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by engagement with Google Classroom homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 6%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 8%. <p>the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 2% lower than their peers.</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: **£181,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Known, Cared For, Understood-ensure all staff have secure knowledge of DA student profiles from Go4S	Our core belief over many years at THS is that all students should be known, cared for and understood and that students are better supported and can achieve better outcomes when there is a genuine three-way relationship between teachers, students and their parents. The expectation therefore is that all staff are familiar with Pupil Premium students in their classes, and prioritise their marking and feedback. Teaching staff create additional supportive strategies in any subject where the top ten students in each of the five year groups show a particular vulnerability to underachievement, These fifty students are our Spotlight students.	1/2/4
Prioritisation of DA in teaching groups through thoughtful seating plans and marking procedures	Evidence from the EEW indicates that well-considered seating plans and the prioritisation of marking and more immediate feedback can have a significant effect on the engagement and motivation of Pupil Premium students. Internal research at THS conducted with a group of Pupil Premium students in 2018-19 would corroborate this evidence and has therefore been adopted as a key strategy this year.	1/2/4
Whole staff re-focus on effective feedback made more immediate through increased flash marking	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Feedback)	4
Whole staff re-focus on effective learning objectives and questioning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4

Sustained parental communication by tutors and class teachers, addressing barriers to learning for DA students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)	1/2/4
Application of ABC challenge for DA MAT students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (mastery learning)	4
CPD programme-sustained and scaffolded to meet DA SIP priorities	All staff have attended CPD session during the Autumn term to consider the tiered model for Pupil Premium planning for 2021-22.	
Knowledge organisers for all year groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (metacognition and self-regulation)	4
Use of regular assessment to ensure DA students experience success and celebrate the acquisition of key constructs	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science (A systematic review of standardised measures of attainment in literacy, mathematics, and science)	1/2/4
Actions for underachieving DA students to be identified in action column of Go4S mark-book	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Individualised Instruction)	1

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

Budgeted cost: £90,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy intervention-Year 7/8 student catch up	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (small group tuition)	1
Year 7 nurture group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (small group tuition)	1
DA tutor mentoring and Spotlight programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Mentoring)	5
Yr 10- Yr 8 Supported reading scheme-Autumn 2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (Peer tutoring)	2
Words of the Week (WOW)- Tier 2/3 language development and comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (oral language interventions)	2
KS3/4 Maths and English intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (small group tuition)	1/4

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

Budgeted cost: £90,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Practitioner-personal and	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies (Social and Emotional Learning, Well-being and Mental Health)	5

group sessions focusing on anxiety, grief and self-esteem	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	
Attendance weekly snapshot monitoring by tutors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)	3
Increased parental communication by tutors to address barriers to learning for DA students	Data dashboard weekly data shows direct links between increased rates of attendance and fewer negative behaviour points of those tutors regularly liaising with parents via phone and email	3
Prioritisation of DA parental contact to engage in parents' evenings and specific year group events	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)	3
Attendance clinics-early intervention for DA students	Increased attendance rates two and four weeks later (on average 8% greater in Years 10 and 11) of students who attended the attendance clinics	3
Ongoing provision of technology for DA students if required	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils (remote learning evidence)	3

Total budgeted cost: £363,500

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 students in the 2020 to 2021 academic year. The impact has been RAG rated below. Statistics have been provided where

Objective 1: Increase access to teacher guidance, technology and learning materials

- Staff Development-Google Classroom training- 3 x CPD training sessions completed by all staff
- Maths intervention tutor accessed by 53 Year 11 students
- English intervention tutor accessed by 57 Year 11 students
- Knowledge Organisers-provided to all students in Years 7-11
- Revision guides for core subjects provided to all Year 11 DA students
- Intervention Year 7-Secondary Ready-accessed by 43 Year 7 students
- Read Write Gold literacy programme support- accessed by 23 students
- Provision of laptops and dongles for remote learning-138 laptops supplied
- Access to GCSE Pod, Bitesize, MyMaths for all KS3/4 students as appropriate
- Access to Eton College online learning platform for Year 11 students (this was provided but the uptake among Year 11 DA was minimal)

Objective 2: Decrease % of persistent absence (PA) for DA students

- Weekly monitoring of DA attendance-screen shots to parents (inconsistent within tutor teams)
- Targeting of vulnerable individuals within tutor groups for weekly tutor phone contact (inconsistent within tutor teams)
- Reduced time between EWO escalation letters
- Weekly attendance rewards Years 7-11
- Attendance e-praise postcards

Objective 3: Ensure all disadvantaged students are provided with excellent pastoral care and provided with fair access to the wider curriculum

- Dartmoor Teaching Alliance-staff training
- Music Support

- NSSW Support Work
- Admin Support
- Careers Advice
- Counsellor
- Supervision for student counsellor
- Music Support
- NSSW Support Work
- PP Projects fund
- Student Support Workers
- Support for Activities
Week-did not take place due to Covid19.
- Transition- increased hours for transition officer to support virtual and physical transition due to Covid19.
- Mentoring
- Positive Masculinity/Girls on Board
- Student Support budget
- Bounce Mental Health provision

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
Online Safety	National Online Safety

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?	We had a total of 10 service children in Years 7-11 in 2020/21. A service children survey indicated that our service children did not feel the need for a specific support group. Pupil premium funds were allocated to service children for supplies of uniform and IT equipment-laptops and dongles.
What was the impact of that spending on service pupil premium eligible students?	Increased engagement with online learning.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.