

Tiverton High School Pupil Premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium) 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	1185
Proportion (%) of pupil premium eligible students	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Samantha Crook
Pupil premium lead	Fay Crellen
Governor / Trustee lead	Flora Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,560
Recovery premium funding allocation this academic year	£ 96,740
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	£457,300

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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils such as those who have a social worker and youth 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 pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that the success of our disadvantaged students lies with the persistence of our high standards for all students. The focus therefore of our pupil premium strategy is to support disadvantaged students to make excellent progress across the curriculum in all year groups. We recognise that lives can be transformed through an inspirational and relevant curriculum, high quality teaching and personal development, underpinned by excellent pastoral care.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 pupils' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	On average, disadvantaged students, including those with high prior attainment make less progress than their peers in their GCSE's
2	Disadvantaged students generally have lower levels of reading comprehension and numeracy than their peers. This impacts their progress in all subjects.
3	Our attendance data over the last 3 years indicates that attendance of disadvantaged students is on average 10-12% lower than for non-disadvantaged pupils.
4	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.
5	Our observations and discussions, to include wellbeing survey, have identified social and emotional health issues for many pupils, such as anxiety, depression and low self-esteem. This is a barrier to strong engagement among many disadvantaged students impacting on academic progress as well as enrichment opportunities.
6	Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.

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 in EBacc subjects and with a focus on maths	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of 0.5 below their peers with non DA

	<ul style="list-style-type: none"> • an EBacc average point score of 4.0 • 40% passing GCSE maths at grade 5 or above in line with er non DA peers
Stronger outcomes in English and maths GCSEs for disadvantaged students.	<p>Equal proportion of disadvantaged students achieve 5+ and 4+ in English and maths GCSE</p> <p>Assessment outcomes of DA students in 7-10 are in line with their peers in English and maths.</p>
Improved reading comprehension among disadvantaged students across KS3 through a coordinated programme of approached aimed at specific reading difficulties.	<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>Fresh Start data shows progress through modules and appropriate actions are taken where progress is stagnant.</p> <p>Teachers will recognise this improvement through engagement in lessons and evidence of increased comprehension directly linked to feedback through book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all students creating greater resilience and self-regulation amongst those suffering with high anxiety, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. <p>Improved attendance for disadvantaged students, to include 100% attendance to all examinations.</p>
To achieve and sustain improved attendance for disadvantaged students, in line with non DA students and increasingly in line with national averages.	<p>Sustained high attendance to meet national averages by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised 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%. • the percentage of all students who are persistently absent being below 30% and the figure among disadvantaged students being no more than 2% lower than their peers.

	Disadvantaged student voice attests to a school experience that is similar to that of their peers.
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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: **£103,197**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relational approaches. Known, Cared For, Understood. Ensure all staff have secure knowledge of DA student profiles.</p>	<p>Our core belief at THS is that all students should be known, cared for and understood. 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 disadvantaged 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.</p>	<p>1/2/3/4/5/6</p>
<p>Quality First teaching</p>	<p>In all lessons, all students experience quality first teaching through TTTW.</p> <p>Delivered in line with THS teaching and learning policy and evidenced through robust quality assurance of lesson visits, work scrutiny, deep dives and student voice.</p> <p>CPD programme focuses on developing teacher practice and habits drawn from EEF evidence based around explicitly teaching cognitive and metacognitive strategies.</p>	<p>1/2/3/4/5/6</p>
<p>Prioritisation of assessment and feedback that moves learning forward for DA students.</p>	<p>Data reviews after each learning cycle focus on highlighting key constructs that are not yet secure and subsequent responsive teaching will quickly address gaps in knowledge for all students in all years.</p> <p>Live monitoring will deal with in the moment misconceptions and will support all students particularly those who are disadvantaged.</p> <p>Evidence from the EEF 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 DA students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1/2/4</p>

Sustained parental communication by tutors and class teachers, addressing barriers to learning for DA students	All teachers and tutors to communicate in a timely manner, using praise and targeted feedback to encourage students to be successful and make expected progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)	1/2/4/5/6
CPD programme-sustained and scaffolded to meet DA/SIP priorities	CPD sessions are focused to the needs of cohorts with targeted teach meets for individuals to aid progress being made.	1/2/4
Knowledge organisers for all year groups	All students in 7-11 are provided with knowledge organiser to support home learning and consolidate learning in order to master key constructs across all subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (metacognition and self-regulation)	4
Reading – Introduction of guided reading for all students in 7-11 during tutorial time and DEAR for 7-11 for 20 mins a day in lessons	All students in 7-11 read for 20 minutes, 1 times per week in the tutorial programme in order to improve reading fluency. All students in 7-11 read independently for 20 mins a day. Weaker students will have small group support with adult support.	1/2

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

Budgeted cost: £188,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literacy and numeracy intervention- Year 7/8 student catch up	Students are identified on entry for additional literacy and numeracy support to enable any existing attainment gaps between cohorts and literacy/numeracy coverage to be in line with their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (small group tuition)	1/2
Year 7 nurture group	The EEF recommends using small group tuition to support lower attaining learners. The Nurture group allows those who are significantly behind or falling behind peers to make effective progress in a smaller environment. Before graduating back into larger classes. Mastery of skills and key constructs can be challenged effectively in small groups . https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (small group tuition)	1
Fresh start reading programme	Year 7 students are tested on entry to diagnose difficulties with reading. Eligible students are placed on the fresh start programme which progresses towards reading fluency. Some students in years 8-9 will remain/access the programme where significant progress is not being made. In addition to this some weaker readers will have small group tuition with literacy specialists.	1/2
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	Small groups are identified and supported in small group tuition to progress towards fluency in English and Maths. 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: **£205,068**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Counselling and wellbeing services	<p>Enabling students who do not meet the threshold for external agency support to be monitored and supported through complex situations whilst at school. Key staff are integral to the safeguarding and wellbeing provision at the school and liaise with external agencies as well as the DSL.</p> <p>Wellbeing coaching provides robust support to students who require skill to self-regulate and improve their SEMH to access a full curriculum as well as attend school and access exams.</p>	3/5
Attendance support: Enhanced support to improve the attendance of DA students	<p>Improving the attendance of DA students is a high priority at THS, requiring additional capacity to target students and families. An attendance support worker has been employed to monitor and target specific groups of students to improve attendance of disadvantaged groups/students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)</p>	3
Pastoral support: 5 x non-teaching AHOY provide high quality pastoral care with an emphasised focus within their role to support disadvantaged students	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies (Social and Emotional Learning, Well-being and Mental Health)</p> <p>Social and emotional skills are essential for children's development— they support effective learning and are linked to positive outcomes in later life. 5 AHOY are employed to support students in regulating their SEMH, preparing them to learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. AHOY will monitor and address unwanted behaviour in line with school policy with the aim to reduce behaviour concerns and suspensions. AHOY are a key factor in overcoming barriers to attendance for DA students.</p>	1/3/5
Increased parental communication by tutors to address barriers to learning for DA students	<p>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</p>	3
Prioritisation of DA parental contact to engage in parents' evenings	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (parental engagement)</p>	3

and specific year group events		
Mentoring: targeted mentoring for DA students (particularly boys) with low aspiration/goals	<p>John Gayle transition programme – John works with targeted students over a 12-week programme to support DA students who are struggling with aspiration, behaving negatively, have limited attendance and are not progressing in line with their peers.</p> <p>John provides students with skills and tools to make right choices and works to support students both in school and the wider community.</p>	3/5

Total budgeted cost: £496,896

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils achieved lower results across the board to their non disadvantaged peers.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our school needs to continue to focus on raising the attainment of disadvantaged pupils in order to close the gap.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

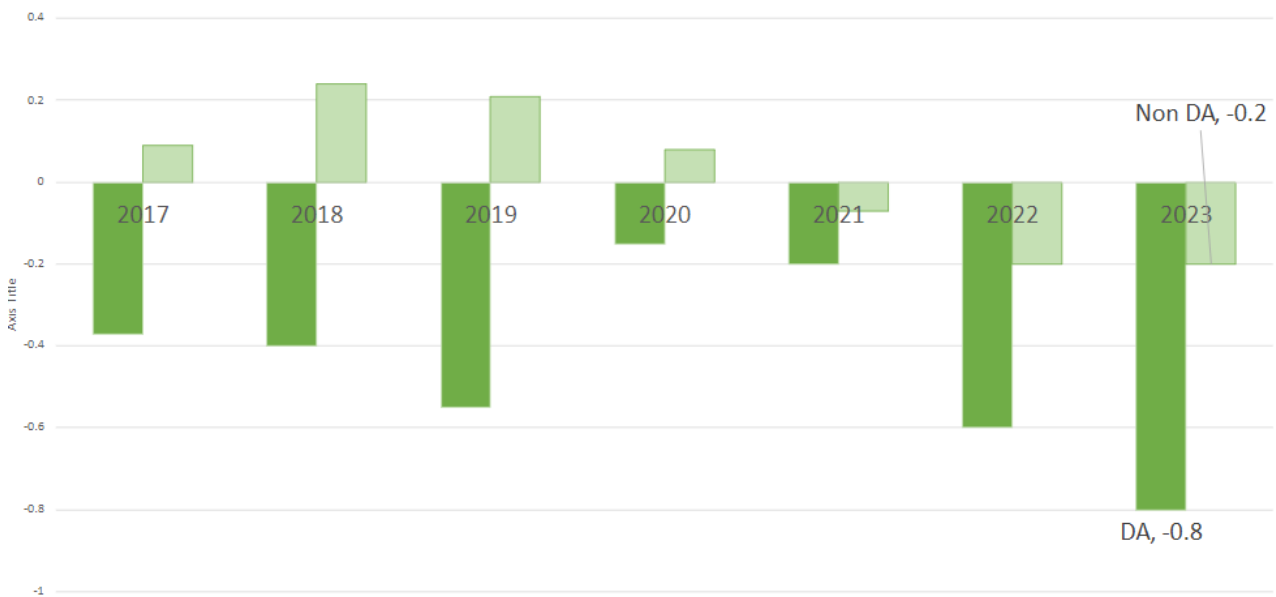
The data demonstrated that attendance and behaviour play a key role in enabling our disadvantaged pupils to perform well. It is true that those pupils who are disadvantaged and persistently absent underachieve in comparison with their non-DA peers. Suspensions are also higher for those students who are DA.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present we are not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

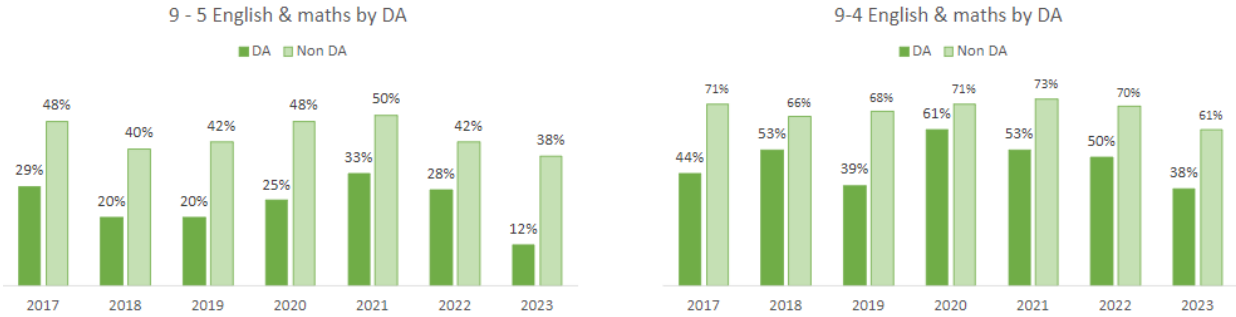
Our evaluation of the approaches delivered last academic year indicates that some elements of our strategy were more effective than others, particularly the impact of our strategy in focusing on improved reading for all pupils particularly those who are disadvantaged. Our key focus for next year will be on improving attendance and reallocating funding to support more multi agency work around attendance to improve maximise outcomes. We plan to further support our disadvantaged pupils by enhancing our relational approaches.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Progress 8 by DA



English & maths by DA



	2014	2015	2016	2017	2018	2019	2020
Non Disadvantag	0.17	0.13	-0.1	0.06	0.27	0.2	0.5
Disadvantaged	-0.24	0.04	-0.42	-0.32	-0.37	-0.39	0.1
Gap	-0.41	-0.09	-0.32	-0.38	-0.64	-0.59	-0.40
ALL	0.07	0.11	-0.17	0.01	0.09	0.06	0.3

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
SPARX Maths	Sparx
Provision Map	EduKey/Tes
Language Link	Speech and Language link
Boxall profile	Boxall profile online
Fresh Start	Read Write Inc

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)

We use school funds in addition to our pupil premium funding allocation and recovery premium funding allocation to resource and implement the above strategies.

We have placed bids for additional funding through the LA and private agencies to support specific work around the development of an alternative pathway/provision internally this year.