

Pupil Premium 3-Year Strategy Statement 2021-2024: The Telford Park School 2022-2023 (Year 2)

This statement details our school's use of both pupil premium and the recovery premium. Funding is aimed to help improve the progress and 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
School name	The Telford Park School
Number of pupils in school	655
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs H.Rigby
Pupil premium lead	Mr T.Ward
Governor / Trustee lead	Johanna Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,455
Recovery premium funding allocation this academic year	£83,628
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	£382,256

Part A: Pupil Premium Strategy Plan

Statement of intent

School Characteristics November 2022: The Telford Park School is now full and oversubscribed. The school is a small mainstream setting serving a diverse population. Its proportion of disadvantaged pupils is roughly double the National Average at 50.4%.

Disadvantaged breakdown 2022-23

Year 7 Disadvantaged - 48%

Year 8 Disadvantaged - 62%

Year 9 Disadvantaged - 51%

Year 10 Disadvantaged - 51%

Year 11 Disadvantaged - 41%

Boys Disadvantaged - 48%

Girls Disadvantaged - 53%

Proportion of Disadvantaged who are also SEND: 37%

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

Core Values: 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, looked after children and young carers, of which there is a high proportion within the setting. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. With a higher-than-average proportion of disadvantaged learners it is vital that whole school strategies are developed and implemented so that we are able to target all learners, including those who are eligible for Pupil Premium.

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 will benefit all pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery which included a new transition summer school in August 2021. The strategy now includes a planned yearly summer school despite the non-renewal of external DfE funding. The strategy also includes new Christmas holiday activity days targeting our vulnerable cohorts.

Our approach will be responsive to common challenges and individual needs. We will not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive. 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 and target knowledge gaps in learning.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations, aspirations, and attainment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy skills in pupil premium pupils are, on average, lower than their peers.</p> <p><i>the end of the academic year 2021-22, KS3 disadvantaged pupils averaged at 94.21 in their standardised STAR reading assessments. Non disadvantaged pupils averaged 95.88</i></p> <p><i>41% of the new year 7 cohort transitioned with reading levels not yet at a functional level. A higher proportion of these pupils were PP.</i></p>
2	<p>Numeracy skills in pupil premium pupils are, on average, lower than their peers.</p> <p><i>At the end of the academic year 2021-22 KS3 disadvantaged pupils averaged 94.21 in their standardised STAR numeracy assessments. Non disadvantaged pupils averaged 96.14</i></p>
3	<p>Writing skills and subject specific vocabulary is a challenge for a large proportion of learners, including those in receipt of pupil premium funding.</p> <p><i>Whole school literacy model has moved into year 2 with a focus on writing.</i></p>
4	<p>Behaviour for learning among a small number of pupils, some of whom are eligible for pupil premium, affects their academic progress.</p> <p><i>In 2021-22 interventions targeted academic and social and emotional mental health barriers to learning.</i></p>
5	<p>Attendance - The disadvantaged cohort has a lower attendance than that of non-disadvantaged pupils.</p> <p><i>In 2021-22 disadvantaged pupils' attendance was 87.21%. Whole school attendance was 84.12%</i></p> <p><i>Persistent absence figures for disadvantaged cohort was 45.21%</i></p> <p><i>Persistent absence figures for the whole cohort was 41.84%</i></p>
6	<p>Increased social, emotional, mental health issues are affecting the progress of some learners, a significant proportion of which are PP.</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
<p>Use targeted literacy interventions to increase reading comprehension standardised scores.</p> <p>Read 45 and Literary canon to support a culture of reading within the school.</p>	<ul style="list-style-type: none"> Increased standardised reading scores for all pupils. Disadvantaged pupils make progress in line or above non-disadvantaged pupils.
<p>Use targeted numeracy interventions to increase Maths standardised scores.</p>	<ul style="list-style-type: none"> Increased standardised numeracy scores for all pupils. Disadvantaged pupils make progress in line or above non-disadvantaged pupils.
<p>Work Collaboratively with RADY (Raising achievement in disadvantaged young people) to use the new year 7 cohort as a focus group.</p>	<ul style="list-style-type: none"> Disadvantaged pupils within year 7 to increase standardised scores at the faster rate than non-disadvantaged peers, thus closing the gap between the disadvantaged and the non-disadvantaged.
<p>Implement year 2 of a 3 year whole school disciplinary literacy plan. Year 2 focus is:</p> <ol style="list-style-type: none"> Continued focus upon the explicit teaching of vocabulary Reading 	<p>Year 1 outcomes:</p> <ul style="list-style-type: none"> All pupils to know and be able to recall Six key, subject specific, words per scheme of work. All subjects to be able to implement the Frayer model with consistency. <p>Year 2 outcomes:</p> <ul style="list-style-type: none"> All pupils to know and recall subject specific terminology All subjects/teachers to ensure they are aware of the reading ages of their pupils

	All subjects to develop the use of key strategies to support the explicit teaching of reading within lessons
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>Pupils will feel safe and will feel confident to report discrimination, harassment and bullying. All pupils will identify a trusted adult in school.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing: • Qualitative data from student voice, student and parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • At least 95% of pupils will report that they feel safe within school. • 100% of pupils will identify a trusted adult within school and will feel confident that they are able to report concerns.
<p>To achieve sustained and improved behaviour for all pupils, including our disadvantaged cohort.</p>	<p>Sustained reduction in consequences and suspensions demonstrated by:</p> <ul style="list-style-type: none"> • The overall rate for all pupils receiving a C5 consequence is reduced from 21-22. • Removal of C5 consequence gap between disadvantaged pupils and their non-disadvantaged peers. • The overall rate for all pupils receiving a suspension is reduced from 21-22. • Removal of suspension gap between disadvantaged pupils and their non-disadvantaged peers.

Activity in this academic year

This details how and why we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted proportion of PP funding: 45%

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: Approaches such as direct instruction, scaffolding and effective questioning are all key components of high-quality teaching.	EEF outlines the need for high quality teaching. Cognitive strategies such as recall are widely practiced at the school. These are supported by metacognitive strategies. Evidence to support can be found here: EEF High quality teaching EEF Metacognition and self regulation	1,2,3,4 & 5
High quality, bespoke CPD programme: CPD effectively mapped throughout the year using external and internal delivery methods.	EEF outlines that there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. CPD evidence and recommendations by the EEF.	1,2,3,4,5 & 6
Knowledge rich curriculum offer for all pupils. Curriculum is designed to promote mastery with a key focus on knowledge recall.	EEF Toolkit - Mastery Learning. Learners to demonstrate mastery on unit tests or daily recall tasks, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support including: More intensive teaching, tutoring, peer-assisted learning, small group discussions, direct instruction interventions. Learners continue the cycle of studying and testing until the mastery criteria are met.	1,2 & 4

<p>Enhancement of our maths and English provision and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We fund teacher release time to embed key elements of the guidance in school, Deployment of lead practitioners to lead high quality internal CPD:</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	1,2 & 4
<p>Whole school disciplinary literacy plan - The Frayer approach</p>	<p>The Education Endowment Foundation (EEF) defines Disciplinary Literacy as ‘recognising that literacy skills are both general and <u>subject specific</u>, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.’</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	3

Targeted academic support

Budgeted proportion of PP funding: 30%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme - Engaging with the National Tutoring Programme to provide a blend of tuition and mentoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 & 3

<p>School-led Tutoring: Aimed at pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 & 3
<p>Direct Instruction Literacy and Numeracy intervention programme: Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Funding of a direct instruction lead and Direct instruction Maths Tutor.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) EEF Toolkit Reading comprehension strategies</p>	1 & 2
<p>Purchase of standardised diagnostic assessments in reading comprehension and Maths (STAR Tests) Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 & 2

Deployment of academic coaches to enable smaller groups and targeted support	Academic coaches in English and Maths are able to reduce class sizes and offer targeted small group tuition simultaneously. Academic coaches can also be used for 1:1 tuition and extending the school day for some. EEF Toolkit - Reducing class sizes EEF Toolkit - Small group tuition	1,2 & 3
Collaborative work with RADY (Raising attainment of disadvantaged youngsters). Targeting year 7 for a longer sustained analysis of impact.	Addressing educational disadvantage in schools and colleges: The Essex Way: Evidence suggests that taking a longer ambitious and whole school approach is the most effective way to address disadvantage. Collaborative work focusing specifically on the year 7 cohort will give us a detailed overview of the success of our 3 year strategy. The Rady Project.pdf	Creation of a research group.
Literary Canon - Giving all pupils the access to diverse and varied literature via guided reading with a teacher.	Allowing pupils to access their own texts will limit the scope, variety and range of books read. The literary canon will use a set group of texts using a combination of classics and newer texts with wide reaching themes and topics. Active learning trust-Literary canon EEF Toolkit Reading comprehension strategies	1, 3

Wider strategies

Budgeted proportion of PP funding: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educating Kids Outdoors (EKO): Using outdoor learning we are able	EEF are not yet clear on the impact of outdoor adventure learning however the evidence is strong for social and emotional	4,5 & 6

to target vulnerable learners and give them opportunities to express themselves out of the classroom.	learning. Telford Park pupils report that EKO improves their SEMH. EEF Social Emotional Learning	
Free Breakfast Club: Daily breakfast club available for all pupils from 07:30-08:15	ISF research into breakfast clubs Recent research by the ISF (2016) has found that finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment. Numbers at breakfast club have been increasing week on week and unit of food eaten have increased at the same rate.	4,5 & 6
Free music tuition via the Telford and Wrekin council - To include free enrichment offers.	The EEF is clear about the positive effect of participation in the Arts. Through 1.1 sessions, small group enrichment and whole school productions PP pupils will receive extensive opportunities in the arts EEF Toolkit - Participation with Arts	5 & 6
Trips and Visits: Firm commitment by school to relaunch school trips. National and international destinations. PP pupils targeted for support.	The National Geographic Society in London completed a 6 year research project in 2022. They concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residential are fully integrated into a school's curriculum.' School Travel Organiser Evidence NASEN also state that the benefits of trips are likely to be greater for learners with SEND, of which a high proportion are also disadvantaged.	4, 5 & 6
Uniform support: School have adopted a free uniform	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader	4 & 5

<p>scheme which includes a new blazer for all new year 7 pupils. Unbranded pledge made to allow parents to source cheaply.</p>	<p>school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>EEF Foundation - School Uniform</p>	
<p>Reading books and revision guides - All pupils are given reading books on entry to the school. Revision guides and curriculum materials are free for PP pupils</p>	<p>The EEF Foundation highlight that reading comprehension strategies are among the most progressive and cost-effective interventions available. By giving pupils free revision guides, alongside personal reading books, we aim to engage pupils to reading for pleasure.</p> <p>EEF Foundation Reading Strategies</p>	<p>1, 2 & 3</p>
<p>Summer and Winter Holiday Clubs: Free holiday activity clubs. Summer School targets the new year 7 cohort. The Winter scheme targets all vulnerable learners. Clubs will use known staff and will mix academic and enrichment activities.</p>	<p>Summer schools have a positive impact on average (three months' additional progress)</p> <p>Summer school provision that aims to improve learning needs to have an academic component. Summer schools that include an intensive teaching component such as using small group or one to one approaches have higher impacts, on average.</p> <p>Summer schools that use teachers that are known to the pupils have a higher impact, on average, but may be even more expensive to implement.</p> <p>Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.</p> <p>EEF Toolkit - Summer Schools</p>	<p>1,2,3,4,5 & 6</p>

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 (Year 1 of the 3-year PP Strategy)

Exam Results. Summer 2022:

Whole School Results

	No. of students	ATTAINMENT								
		4+ (EM) (%)	5+ EM (%)	A8	EBACC 4+ (%)	EBACC 5+ (%)	4+Eng (%)	5+Eng (%)	4+Maths (%)	5+Maths (%)
ALL	112	35.7	16.1	34.29	8.9	6.3	59.8	46.4	39.3	20.5
BOYS	54	24.1	14.8	30.59	7.4	7.4	46.3	33.3	29.6	20.4
GIRLS	58	46.6	17.2	37.73	10.3	5.2	72.4	58.6	48.3	20.7
NON PP	55	32.7	16.4	37.66	12.7	7.3	61.8	50.9	38.2	21.8
PP	57	38.6	15.8	31.04	5.3	5.3	57.9	42.1	40.4	19.3
SEN	36	7.7	0	22.33	0	0	30.8	20.5	12.8	2.6
LAC	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Year 11 Outcomes for the 2021/22 were significantly higher than the last series of externally moderated results in 2018/19. A higher proportion of disadvantaged pupils achieved five grade 4s including English and Maths than the non-disadvantaged cohort. This trend is not evident when analysing pupils who achieved five grade 5s including English and Maths, where a small gap is evident. These trends contrast with the national picture which demonstrate a widening attainment gap between non-disadvantaged and disadvantaged peers.

Reading and Numeracy results (Average standardised scores) for KS3 pupils have increased when compared to 2019/2020. The gap between the disadvantaged and non-disadvantaged cohorts has not decreased, however both groups have a higher average standardised score. The data indicates that intervention programmes are proving effective for all learners.

Attendance rates during 2021/22 are lower than the previous year. The gap between the disadvantaged and non-disadvantaged cohorts has widened by less than 1%. Whole school attendance has fallen in line with national attendance figures. This is widely attributed to the global pandemic. A whole school strategy for attendance is required for 2022/23.

Internal inclusion and fixed term exclusion/suspension figures for 2021/22 demonstrate that a higher proportion of non-disadvantaged pupils (13.5% of whole school) have received at least one day of exclusion compared to the disadvantaged cohort (10.62%). This trend is not replicated when analysing pupils who have received 3 or more

exclusions where the disadvantaged figure (10.9%) is higher than the full cohort figure (7.7%). This indicated that SEMH interventions and targeted pastoral support are proving effective and reducing the rate of PP pupils receiving an exclusion, however PP pupils who do receive a day of exclusion the have an increased likelihood of repeated exclusions.

The impact of Summer school can be measured by examining year 7 attendance and behaviour figures. In 2021/22 the year 7 cohort had significantly less FTE's than other year groups. This is attributed, in part, to a successful transition and continued targeted support.

- Year 7 FTE (%): 7 pupils have received at least one FTE. That's 5.22% of the year 7 cohort.
- Whole School (%): 13.5% of whole cohort have received at least one FTE.

Year 7 attendance figures are significantly above all other year groups. This is attributed, in part, to a successful transition and continued targeted support.

- Yr 7 - 92.59%
- Yr 8 - 86.23%
- Yr 9 - 87.50%
- Yr 10 - 88.35%
- Yr 11 - 84.61%

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
Aspire to HE (Y9,10,11)	University of Wolverhampton
Work Experience Programme (Y10)	Telford and Wrekin Council
Future Focus	Telford and Wrekin Council
KS4 to KS5 transitional manager	Telford College and CAT

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Introduction of a new Mental Health strategy to include a named mental health lead who will be supported by 6 additional mental health first aid trained members of staff.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Sports Leaders award, Brightstar Boxing, Arthog outreach, Gymnastics and Dance clubs), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Providing pupils with free ingredients so that practical food lessons are accessible to all. This will give some the opportunity to gain independence and life skills which have not yet been introduced in some homes.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not always had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. This review was undertaken on the 19th November 2021.

In order to plan this strategy we have used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours. We have also examined and consulted with other schools within our academy trust.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

In January 2023 the school were accepted onto the Behaviour Hubs programme - A DfE funded programme aimed at improving pupil behaviour.