

Pupil premium strategy statement – The Telford Park School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 to July 2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	A Huntington
Pupil premium lead	R Wilcox
Governor / Trustee lead	R Norris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,750.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£354,750.

Part A: Pupil premium strategy plan

Statement of intent

At The Telford Park School we aim to enable everyone to thrive and be the best they can be.

The Telford Park School is a full and oversubscribed secondary school. The school is a small mainstream setting serving a diverse population where the proportion of disadvantaged pupils is roughly double the National Average at 49%.

Through this strategy we strive for our students (including disadvantaged students) to have consistent high-quality teaching, an ambitious and aspirational curriculum and a high level of pastoral support.

This plan outlines the strategy for our disadvantaged pupils to attain well and make above National Average progress, especially our disadvantaged boys, students with SEND and our disadvantaged high attainers.

For our students to have the best life chances we must ensure that our disadvantaged students achieve at least a grade 4 in both English and maths. We need to ensure our students not only have a passion for reading but have exposure to a wide range of vocabulary, ensuring they can access the curriculum and a breadth of cultural capital.

Attendance to school for our disadvantaged students is crucial, and this plan outlines our strategy to ensure persistent absence rates below National Average and that we achieve our target of 96% attendance. We also strive to ensure that our disadvantaged students have positive mental health and wellbeing, and to reduce the number of behaviour incidents and suspensions.

We aim to expose them to as much enrichment as possible, for them to feel confident and as they move into post-16 education.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress for disadvantaged students</p> <p>Disadvantaged students consistently achieve lower outcomes in both progress and attainment compared to their non-disadvantaged peers.</p>
2	<p>Basics match up 9-4 and 9-5</p> <p>Many students, including those from disadvantaged backgrounds, enter with low levels of proficiency in mathematics, writing, and reading. The challenge is to ensure all students meet or exceed the national average in these core areas.</p>
3	<p>Reading</p> <p>A significant proportion of students start with Key Stage 2 English results below the national average and a reading age lower than their chronological age. This impacts their ability to engage with the curriculum. Our priority is to raise reading levels to match chronological age and provide frequent opportunities to develop vocabulary and broaden reading across the curriculum.</p>
4	<p>Attendance</p> <p>The attendance of disadvantaged students is less than that of non-disadvantaged students in the school</p>
5	<p>Well-being/mental health/behaviour</p> <p>Some students, including a higher proportion from disadvantaged backgrounds, require additional support with well-being, emotional regulation and behaviour. These needs can affect engagement in learning and participation in school life. Strengthening early help, pastoral support and consistent behaviour approaches is therefore a key focus.</p>
6	<p>Aspirations</p> <p>Some disadvantaged students face barriers linked to reduced access to cultural, academic and enrichment opportunities, including limited exposure to post-16 and higher education pathways. These factors can affect their confidence in navigating future educational choices and may impact how fully they are able to engage with the curriculum.</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
To increase the attainment and progress of disadvantaged students and reduce the gap.	Examination results show a consistent year-on-year increase in attainment and progress for disadvantaged students.
To improve the number of disadvantaged students achieving national average results in English and Maths at the 9-4 and 9-5 class intervals.	Examination results show a consistent increase in the proportion of students achieving national average attainment at grades 9–4 and 9–5 in English and maths, year on year
To improve the reading skills of disadvantaged students and promote “reading for pleasure”.	Reading test data shows disadvantaged students improving their reading skills to meet or exceed their chronological reading age.
To improve attendance of disadvantaged students and reduce the persistent absence particularly for disadvantaged students, to below National Average.	Attendance for disadvantaged students reaches 92% or higher, with persistent absence reduced to below 17%, in line with or better than the national average
To improved behaviour and reduce the number of suspensions of disadvantaged students.	Data shows a decrease year on year of the number of disadvantaged students having received a suspension.
Raise aspirations and motivation for post-16 progression for disadvantaged students	A higher proportion of disadvantaged students secure places at sixth-form providers or colleges, with all disadvantaged students having confirmed post-16 destinations.
To increase participation in enrichment activities	Data and tracking to evidence that more disadvantaged students are accessing extracurricular and enrichment opportunities year on year.
A continuation of the support offered to students from disadvantaged backgrounds who are identified as requiring SEMH support.	Data to show that all instances of logged SEMH need in disadvantaged students are acted upon. Qualitative data to demonstrate students feel supported by in-school SEMH provision.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 123,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum design and embedding 'Knowledge Books' to create a knowledge-rich curriculum across all subjects, enhancing cultural capital.	EEF toolkit- Mastery of learning EEF Pupil premium menu- high quality teaching Rosenshine's principles of instruction EEF Cognitive Science approaches in the classroom	1, 2, 3, 5
Completion of NGRT Reading Tests to accurately assess reading ages for targeted intervention and informed planning.	EEF toolkit – effective reading strategies High impact (+ 7 months) for very low cost	3
Appointment of an English teacher with responsibility for whole-school reading (Literacy Lead).	EEF toolkit – effective reading strategies High impact (+ 7 months) for very low cost	1, 2, 3
Provide targeted professional development for staff to advance teaching and learning strategies, particularly in the areas of retrieval practice, checking for understanding and effective feedback.	EEF toolkit – feedback + 6 months Rosenshine's principles of instruction EEF Cognitive Science approaches in the classroom EEF Pupil premium menu- high quality teaching EEF Effective professional development	1, 2, 5
KS3 & KS4 homework focused on retrieval and consolidation using Seneca Learning.	EEF toolkit Homework moderate impact (+5 months) for very low cost EEF Cognitive Science approaches in the classroom	1
Data analysis completed by class teachers, CL, ASL's and senior leaders to highlight key groups including disadvantaged		1, 2, 3, 4, 5,6

students so underperformance is identified and can be addressed quickly.		
Mentoring of disadvantaged pupils by staff members.	EEF toolkit- mentoring low impact (+2 months) for low cost	1,6

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

Budgeted cost: £ 17,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning and afternoon in-school tuition to support students who have fallen behind and will benefit from subject specific targeted small group support.	EEF toolkit- small group tuition moderate impact (+4 months) for low cost	1, 2
Tutor time programme includes literacy, numeracy and career specific sessions.	EEF Improving literacy in secondary schools EEF toolkit – effective reading strategies high impact (+ 7 months) for very low cost	1 ,2, 3, 6
Focus 5, Target 10 interventions at KS3 & KS4 through deployment of ASLs.	EEF toolkit- small group tuition moderate impact +4 months) for low cost EEF Pupil premium menu- high quality teaching	1, 2
Year 11 outcomes- all year 11 tutors are Maths and English teachers to provide additional intervention during some tutor times.	EEF Pupil premium menu- high quality teaching	1, 2
Homework club and study rooms.	EEF toolkit Homework moderate impact (+5 months) for very low cost	1,2,6
Reading intervention based on NGRT data, both in class and small groups using ReadingWise.	EEF Improving literacy in secondary schools EEF toolkit – effective reading strategies high impact (+ 7 months) for very low cost	

Tutoring- small groups	EEF toolkit- small group tuition moderate impact (+4 months) for moderate cost	1,2,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 233,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Non-teaching Head of Years.	EEF toolkit parental engagement moderate impact (+4 months) for very low cost. EEF Improving behaviour in schools	1,2,3,4,5,6
Recruitment of a KS4 non-teaching behavioural manager.	EEF toolkit parental engagement moderate impact (+4 months) for very low cost. EEF Improving behaviour in schools	1,2,3,4,5,6
Dedicated Education Welfare Officer support.	Our dedicated EWO allows us to intervene immediately with attendance issues and provide support to families and students to improve attendance.	4
Attendance Officer and champion.	EEF Pupil premium menu- supporting attendance DFE Guidance- working together to improving school attendance	4
Music Tuition.	We ensure that the opportunity to learn a musical instrument is available to all students regardless of their financial background.	5,6
School Counsellor.	We know that mental health needs can be a barrier to attendance and learning, and we ensure an education psychologist is available	5

	to all students where needed.	
Recruitment of a mental health first aider.	EEF toolkit Social and emotional learning moderate impact (+3 months) for very low cost.	1,5
Range of school trips, cultural capital opportunities and enrichment clubs (subsidised by pupil premium funding).	EEF Pupil premium menu- Extracurricular activities EEF toolkit- arts participation moderate impact (+4 months) for low cost	1,6
Funding for school uniform.	A portion of pupil premium funding is used to ensure that students who are struggling financially and do not miss out on learning because they cannot afford uniform.	1,4
Funding to provide Basics packs for disadvantaged students with the scope to provide additional materials.		1,6
Breakfast Club.	Evidence for the DfE's shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	5
University visits for KS3 & KS4 pupils.	Gatsby Good Career guidance (2014)	1,6
6-week programme delivered in school for Years 8-10 Aspire to HE with a university visit.	Gatsby Good Career guidance (2014)	1,6
Whole school rewards programme (Subject stars of the week, school principles rewards every week and golden tickets).	EEF Improving behaviour in schools	4,5,6
Career interviews and post 16 application guidance and support.	Gatsby Good Career guidance (2014)	1,6

Girls into STEM workshops.	Gatsby Good Career guidance (2014)	6
Alternative Provision- outdoor education, mentoring, tutoring, training.	EEF toolkit- mentoring low impact (+2 months) for moderate cost EEF toolkit- physical activity low impact (+2 months) for low cost EEF toolkit- small group tuition moderate impact (+4 months) for moderate cost EEF toolkit- outdoor adventure learning unclear impact for moderate cost	4,5

Total budgeted cost: £ 374,999

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using key stage 4 performance data.

- Progress 8: In 2024/25, disadvantaged students achieved a score of -1.14, compared to -0.61 for non-disadvantaged peers. This represents an improvement of +0.18 from the previous year for disadvantaged pupils, while non-disadvantaged progress declined slightly. This indicates the progress gap has narrowed significantly.
- Attainment 8: Disadvantaged students scored 22.98, compared to 32.71 for non-disadvantaged students. Although Attainment 8 decreased for all pupils compared to the previous year, the data suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 as a group was below our expectations.
- Attendance: Absence rates for disadvantaged pupils remain higher than for all students. Attendance tracking, targeted interventions, and incentive programs continue to be a priority.
- Enrichment and Aspirations: During 2024/25, we increased the opportunities to support post-16 choices and higher education awareness, including activities such as *Guess My Job* (KS3) and mock interviews (KS4).
- Literacy: The tutor reading program was not fully embedded in 2024/25. To address this, a Literacy Lead has been appointed to implement strategies and strengthen whole school reading provision.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sports intervention and team building	Academy 21
Future Focus Careers Service	Telford and Wrekin Council
Seneca Learning homework	Seneca learning
NGRT- reading tests	GL assessments

Reading intervention	ReadingWise
Helping students overcome barriers to learning. Working with students with social, emotional and mental health issues.	AFC Telford
Working to support students with high anxiety and school refusers and reintegrate back into school.	House 1
Mentoring	Life Shed
Tutoring service	Harp Tutoring
Boxing, fitness and emotional mentoring	Brightstar
Alternative education in line with the National Curriculum, SEMH support, life skills and enrichment activities.	Crossbar
1 to 1 alternative education mentoring programme	Crossbar Insp
Training provider for construction, vehicle maintenance etc	RENU
Online small group tutoring service	My tutor
Nurture programmes	Arthog outreach