

Pupil premium strategy statement

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 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	Tomlinscote School
Number of pupils in school	1443
Proportion (%) of pupil premium eligible pupils	7.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Rob Major, Principal
Pupil premium lead	Dr Nikky Hammond, Assistant Principal
Governor / Trustee lead	Mrs Rebecca Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,095
Recovery premium funding allocation this academic year	£16,049
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42,230
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	£162, 374

Part A: Pupil premium strategy plan

Statement of intent

Our aim in utilising our Pupil Premium funding is to reduce the impact disadvantage has on outcomes for our students.

The intention ultimately is for the outcomes of disadvantaged students to be comparable with those of their non-disadvantaged peers within the school.

Our primary focus with this strategy plan is on the barriers to learning our disadvantaged students need to overcome and where this most affects their outcomes. Key areas are supporting performance in core subjects, primarily Maths; supporting literacy across all subject areas; and improving social and emotional wellbeing.

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

Our approach is tailored to our specific setting and our student profile. As a school community we believe that:

- circumstances should not dictate outcomes or limit opportunities for success
- interventions should be early, responsive and fluid
- the environment should support all students to have a wide range of opportunities and experiences beyond the classroom throughout their time at school.

Challenges

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

Challenge number	Detail of challenge
1	PASS survey results indicated disadvantaged students score lower overall in several factors compared to their non-disadvantaged peers, particularly around their self-regard as learners and their response to challenging curriculum demands.

2	<p>Baseline testing shows numeracy levels are lower in some disadvantaged learners than their peers on entry to Year 7. This is reflected in outcomes at KS4 Maths.</p> <p>2019 data:</p> <table border="1" data-bbox="371 360 1404 512"> <thead> <tr> <th></th> <th>KS2 prior attainment</th> <th>KS4 Maths P8</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>4.56</td> <td>-0.197</td> </tr> <tr> <td>Non disadvantaged</td> <td>5.00</td> <td>0.256</td> </tr> </tbody> </table>		KS2 prior attainment	KS4 Maths P8	Disadvantaged	4.56	-0.197	Non disadvantaged	5.00	0.256
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3	<p>Baseline testing shows literacy levels are lower in some disadvantaged learners than their peers on entry to Year 7, which impacts their ability to access all curriculum areas.</p> <p>From September 2020-September 2021 our non-disadvantaged students increased their Accelerated reader scaled points score on average by +106.46 scaled points. Our disadvantaged students increased their scaled score on average by +66.31 scaled points. This gap of 40.15 scaled points is lower than the National gap of 101 scaled points on average, showing our literacy strategies to date are having a positive impact, however this gap needs reducing further.</p>									
4	<p>Informal assessment and teacher feedback at KS3 suggests that some disadvantaged students have less background knowledge and wider contextual understanding than their peers.</p> <p>This impacts attainment across all curriculum areas, but additionally impacts social and extracurricular engagement.</p> <p>This has been amplified by partial school closures due to Covid restrictions.</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 raise attainment of disadvantaged students across all subjects.	<p>KS4 outcomes show P8 gap between disadvantaged and non-disadvantaged students to have reduced by half by 2023 and no gap by 2024 (<i>when compared to 2019 performance data</i>).</p> <p>KS4 outcomes show Tomlinscote in the top 5 against our '50 similar schools' with reference to disadvantaged outcomes.</p> <p>Reporting at KS3 to show progress against potential and learning behaviours to be</p>

	comparable between disadvantaged and non-disadvantaged students.
To improve disadvantaged students' self-regard as learners and their response to challenge.	<p>Improved scores in PASS survey results for disadvantaged students as a group.</p> <p>Observations, discussions with students and staff and reporting data to show disadvantaged students are engaging more positively with their learning, particularly challenging tasks.</p> <p>Reflected in reporting of learning behaviours at KS3.</p>
To improve outcomes in Maths at KS4.	KS4 outcomes show P8 gap between disadvantaged and non-disadvantaged students to have reduced by half in Maths by 2023 (<i>when compared to 2019 performance data</i>). There will be no gap in Maths by 2024.
To improve levels of literacy at KS3 through a whole school literacy strategy.	<p>Accelerated Reader and other literacy data to show a reduction in reading age differences between non-disadvantaged and disadvantaged students.</p> <p>Continued building of background knowledge in subject areas to better support the use and understanding of disciplinary literacy across the curriculum.</p>
To address knowledge and skills gaps via School-Led Tutoring and the National Tutoring Programme	<p>Processes in place for early intervention to be implemented when gaps are identified.</p> <p>Improvements are evident in both formative and summative assessments.</p>
To improve engagement of disadvantaged students in extracurricular opportunities.	<p>Monitoring of disadvantaged students reflects ambition to increase 'cultural capital' and the uptake of opportunities by disadvantaged students and their families.</p> <p>Whole school approach to celebrate involvement, with more disadvantaged students being encouraged and supported to take advantage of wider school opportunities.</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: £ 98, 316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing on entry in Year 7	<p>https://www.g1-education.com/case-studies/understanding-how-your-students-learn-best/</p> <p>The lack of KS2 data due to cancellation of SATS means we have no baseline data.</p> <p>Data from CAT4 will be shared with staff and families and link effectively with our revised assessment structure at KS3.</p>	2, 3
Access to technology supported via funded iPad scheme	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>The use of technology has been embedded at Tomlinscote for several years and this is supported by our status as an Apple Distinguished School and Apple Regional Training Centre.</p> <p>CPD for staff and students is ongoing, supporting skills to use the technology meaningfully to support learning and teaching both in school and at home.</p>	1, 2, 3, 4
Embedding recommendation 2 of the EEF Metacognition and Self-regulated Learning Guidance Report across all subject areas	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Links to our focus on learning behaviours and strategies using Rosenshine's Principles which are a key focus of our learning and teaching priorities, and our ongoing work on the development of mastery over the next 3 years.</p> <p>This will encompass staff CPD, instructional coaching and is a focus of teaching staff learning and teaching targets.</p>	1, 2, 3, 4
Embedding recommendation 1 of the EEF Improving Literacy in	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	3, 4

Secondary Schools Guidance Report	This will involve our literacy coordinator working with subject leads to share best practice for maximising subject specific literacy support (disciplinary literacy).	
Embedding recommendation 5 of the EEF Improving Mathematics in KS2 and 3 Guidance Report	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>This links to the whole school focus on metacognitive learning strategies using Rosenshine’s Principles and a mastery approach.</p> <p>CPD and coaching in Maths will focus on specific aspects such as modelling processes to then develop students’ abilities to model their own thinking.</p>	2

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

Budgeted cost: £42,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to support literacy and numeracy in Year 7	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>This provision links to our SEND department with evidence of early intervention leading to students successfully moving from the small group to full classes after a period of targeted support.</p>	2, 3
Accelerated Reader interventions led by school literacy coordinator	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>AR is already established successfully and will be used to map required interventions and inform LRC provision.</p>	3
Engaging with the National Tutoring Programme to address skills / content gaps and School-led tutoring led by	<p>https://nationaltutoring.org.uk/about/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3

school staff and external tutors	<p>Evidence from 2020-21 engagement with the NTP shows a positive impact on those students selected to benefit from this provision.</p> <p>The addition of the School-led tutoring strand will provide flexibility to best fit student need.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS survey delivered to students biannually	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/pass-support/pass-outcomes/using-pass-to-help-raise-attainment/</p> <p>Feedback from similar schools of using PASS as a successful tool for baseline SEL data was positive. Using the survey regularly will help identify obstacles that are impacting success and will allow more formal evaluation of interventions.</p>	1, 4
KS3 mentoring programme launched to support SEL needs of targeted students	<p>https://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/</p> <p>Developed in discussion with a school with a similar setting, the programme facilitates 1:1 support for targeted students in KS3 with the intention of improving opportunities for success at KS4.</p>	1
Increased extracurricular provision	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</p> <p>Opportunities for students across a range of disciplines at no additional cost with engagement monitored and supported.</p>	1, 4

Total budgeted cost: £ 162, 374

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 2020 to 2021 academic year.

Despite barriers to engagement due to Covid, interventions aimed at supporting our disadvantaged students continued to be a focus of 2020-21.

Throughout lockdowns, barriers to learning and solutions to overcome these were identified in discussions between Heads of Year and families, due to the creation of a monitoring system regarding the completion and quality of work produced remotely by Pupil Premium and other Disadvantaged students. Increased access to all aspects of the remote learning was facilitated through the provision of earphones for Pupil Premium students during lockdowns (to complement the use of iPads of identical specification to their peers). Feedback shows this monitoring and provision enabled disadvantaged students to better access remote learning, and to engage in remote learning more regularly.

Pupil Premium and other Disadvantaged students had a positive reintegration into school life following lockdown, as they were the first students to be targeted to come back on site under supervision, before any other groups of students. This enabled staff to support students with specific learning gaps in a small group setting.

Catch Up Premium funding was utilised quickly by prioritising Pupil premium, SEND, Year 10 and 11 students from November 2020. External tutoring was put in place for 62 Year 10 and 11 students in Core subjects, with 65% of these students being PP or SEND. Staff tutoring programmes additionally supported 70% of Year 11 students, including all Disadvantaged students and 50 students in Year 10. Tutoring had a positive impact on GCSE outcomes in specific subjects for 11 out of 16 disadvantaged students in Year 11.

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
Raising Outcomes for Disadvantaged Learners in Surrey programme	STSN/SAfE
External review of Pupil Premium Strategy	Marc Rowland via SAfE

Further information (optional)

The School has developed an extensive Careers programme, starting from Year 7. The aim is to provide students with a wide range of opportunities to gain insight into differing potential career avenues. This has included specific targeting of Disadvantaged students, as a way of instilling aspiration, with the potential of facilitating social mobility. These sessions have taken the form of assemblies and small focus groups where Heads of Year have liaised with the Careers Lead to ensure speakers and representatives come into school to discuss careers. Tailored careers opportunities at KS4 are available through InvestIN. These programmes are specifically promoted to our disadvantaged students and their families and are fully supported financially.

This is complemented by our partnership with Wellington College. We are an Alliance School which gives us access to stretch and challenge opportunities for students, led by Wellington College, raising aspirations, and encouraging students to 'aim higher'. Wellington College are keen to increase their understanding of our disadvantaged students' needs and to provide ongoing bespoke support. We are also able to access CPD for our staff at a significantly reduced rate, enabling more opportunities for staff development, directly impacting provision.

We are in the early stages of an increased push for engagement in wider school opportunities and extracurricular activities. Our offer is wide ranging and student participation is good, and it is intended that innovative student voice and focus group activities will continue to grow the level of involvement in these opportunities by our disadvantaged students.

Planning, implementation and evaluation

In planning our new Pupil Premium Strategy, we evaluated the impact of activities undertaken in previous years in order to build on those foundations. We additionally commissioned a pupil premium review to obtain an external perspective.

We drew on multiple data sources and knowledge of our students to develop the current strategy. The strategy will continue to be evaluated and adjusted throughout the three year period in order to secure the outcomes sought for our students.