

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1502
Proportion (%) of pupil premium eligible pupils	8.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£128,280
Recovery premium funding allocation this academic year	£32,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£70,057
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	£230,905

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 School-led 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 1406 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> <p>2022 data:</p> <table border="1" data-bbox="371 607 1406 759"> <thead> <tr> <th></th> <th>KS2 prior attainment</th> <th>KS4 Maths P8</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>104</td> <td>-0.210</td> </tr> <tr> <td>Non disadvantaged</td> <td>107</td> <td>0.474</td> </tr> </tbody> </table>		KS2 prior attainment	KS4 Maths P8	Disadvantaged	4.56	-0.197	Non disadvantaged	5.00	0.256		KS2 prior attainment	KS4 Maths P8	Disadvantaged	104	-0.210	Non disadvantaged	107	0.474
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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> <p>From September 2021-September 2022, our Year 7 Disadvantaged students increased the Accelerated Reader scaled points score on average by +54 scaled points and our Year 8 students by an average of +43 scaled points.</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
<p>To raise attainment of disadvantaged students across all subjects.</p>	<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 comparable between disadvantaged and non-disadvantaged students.</p>
<p>To improve disadvantaged students' self-regard as learners and their response to challenge.</p>	<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>
<p>To improve outcomes in Maths at KS4.</p>	<p>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.</p>
<p>To improve levels of literacy at KS3 through a whole school literacy strategy.</p>	<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>

<p>To address knowledge and skills gaps via School-Led Tutoring and the National Tutoring Programme</p>	<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>
<p>To improve engagement of disadvantaged students in extracurricular opportunities.</p>	<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: £ 83,500

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 in 2020 and 2021 has left a gap in baseline data for these cohorts</p> <p>Data from CAT4 has been used effectively to bridge this gap, being shared with staff and families and linking effectively with our revised assessment structure at KS3.</p> <p>Our intention is to continue to use CAT4 in 2022 as an additional data tool.</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 2-3 years.</p> <p>This will encompass staff CPD, instructional coaching and is a focus of teaching staff learning and teaching targets. The current focus being modelling and scaffolding.</p>	1, 2, 3, 4

<p>Embedding recommendation 1 of the EEF Improving Literacy in Secondary Schools Guidance Report</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>This will involve our literacy coordinator working with subject leads to share best practice for maximising subject specific literacy support (disciplinary literacy).</p> <p>Our literacy coordinator will also lead a programme to address decoding issues with our weakest reader in KS3.</p>	<p>3, 4</p>
<p>Embedding recommendation 5 of the EEF Improving Mathematics in KS2 and 3 Guidance Report</p>	<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>	<p>2</p>

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

Budgeted cost: £44,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions to support literacy and numeracy in Year 7</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 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>	<p>2, 3</p>
<p>Accelerated Reader interventions led by school literacy coordinator</p>	<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>	<p>3</p>
<p>Engaging with the National Tutoring Programme to</p>	<p>https://nationaltutoring.org.uk/about/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p>

address skills / content gaps and School-led tutoring led by school staff and external tutors	<p>Evidence from 2020-21 and 2021-22 engagement with the NTP and School-led tutoring programmes shows a positive impact on those students selected to benefit from this provision.</p> <p>The School-led tutoring funding change for 2022-23 will provide additional flexibility to best fit student need.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33,000

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: £ 160,848

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.

Interventions aimed at supporting our disadvantaged students continued to be a focus of 2021-22, reinforcing our whole school approach to addressing the disadvantage gap.

As a school, we began working towards a Mastery approach to learning and teaching in September 2021 and this focus further supported our disadvantaged learners on a daily basis, reinforcing knowledge and skills and building confidence consistently across all subject areas.

Funding for tutoring via the NTP and School-led tutoring strands was utilised quickly by prioritising Pupil premium, SEND, Year 10 and 11 students from October 2021. The NTP supported 5 SEND, EAL and PP students to a total of 105 hours of intervention in Maths, English and Science. Where student engagement and attendance was strong, this was reflected in progress and attainment. In person tutoring for English and Maths during the school day was put in place for 52 targeted students from Years 7-11. Provision ranged from 1:1 support for specific Year 11 students to reading support with small groups of Year 7 students. Online tuition was used to support PP students with reduced timetables due to mental health needs, enabling one of our LAC students with significant attendance barriers to obtain Grade 9's in both her English Language and English Literature GCSE. In addition, targeted tutoring sessions were run by our school staff for groups of students after school with an excess of 300 additional staff hours being directed to support over 250 students in Years 10 and 11. The tutoring delivered across all strands contributed to our strong GCSE results in 2022. Outcomes against prior attainment showed a positive provisional P8 for 9 students in English and 11 students in Maths however the gap between outcomes for our disadvantaged and non-disadvantaged students remains significant, particularly with our small cohort. For example, we had three students who we were unable to make a significant impact on, either due to severe mental health issues or disengagement, despite bespoke intervention packages being put in place. Their negative impact means our provisional P8 data does not reflect the progress made by the majority of our disadvantaged students.

Working to support the social and emotional needs of our students continued to be a focus this academic year. Our extra-curricular provision expanded with all activities being at no extra cost to families. Pupil Premium student attendance at clubs was tracked; 40% of KS3 students and 29% of KS4 students attended at least one club a week for at least one term with 23% of KS3 students attending multiple clubs throughout the year. Student voice indicated that students appreciated being able to try new activities without needing to commit to long term attendance. Our Wellbeing Hub was opened in September 2021 and has provided a supportive space for our most vulnerable disadvantaged students. In addition, bespoke support has been put in place as required including mentoring (5 students), school-based counselling (10 students), therapy dog sessions (2 students), School Mental Health (Education based) (3 students), sensory workshops (2 students), Camberley Youth for Christ support (8 students) teambuilding

and skills development events (26 students). In conjunction with the SEND department, 18 students have participated in specific interventions aimed at supporting their social and emotional wellbeing including Zones of Regulation (8 students), ELSA (8 students) and Talking and Drawing (5 students). All interventions have aimed to support attendance, engagement with learning and behaviour.

Communication between school and home naturally declines with the move to secondary school and so we have been working with the primary school in our academy trust to improve parental engagement as an ongoing priority. As an example, information has been reviewed to provide additional clarity regarding the financial support available to families which has been welcomed by parents and carers.

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

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. Bursary places to attend careers opportunities via InvestIN were provided for ten students from Year 8 to 11 in 2021-22. A talented linguist's workshop run by the University of Southampton was attended by eight students.

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 continuing our 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.