Pupil premium strategy statement – Tomlinscote 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	1504
Proportion (%) of pupil premium eligible pupils	8%
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)**	**2024-2025** 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr R. Major, Principal Mr A. Yarrow CEO of the Prospect Trust
Pupil premium lead	Mr P Henry, Assistant Principal
Governor / Trustee lead	Mr A. Yarrow CEO of the Prospect Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162, 880
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£102, 000
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*	£264, 880

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 long term education recovery following the long-lasting impact of the COVID-19 pandemic. Most notably the strategy targets support through the School-led Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students. The strategy recognises and seeks to support our most vulnerable learners who experience intersectional disadvantages through enhanced pastoral and mental health support.

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.

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>
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.

2019 data:
<table>
<tr><td></td><td>KS2 prior attainment</td><td>KS4 Maths P8</td></tr>
<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>
</table>
2022 data:
<table>
<tr><td></td><td>KS2 prior attainment</td><td>KS4 Maths P8</td></tr>
<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>
</table>
2023 data:
<table>
<tr><td></td><td>KS2 prior attainment</td><td>KS4 Maths P8</td></tr>
<tr><td>Disadvantaged</td><td>103</td><td>0.290</td></tr>
<tr><td>Non disadvantaged</td><td>105</td><td>0.658</td></tr>
</table>
2024 data:
<table>
<tr><td></td><td>KS2 prior attainment</td><td>KS4 Maths P8</td></tr>
<tr><td>Disadvantaged</td><td>101</td><td>0.36</td></tr>
<tr><td>Non disadvantaged</td><td>106.5</td><td>-0.05</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>
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.

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.
</td></tr>
</table>

	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. From September 2022-September 2023, our Year 7 Disadvantaged students achieved an average Accelerated Reader scaled point score of 103.5 compared to the average of non-disadvantaged student score of 106.3. From September 2023-September 2024, our Year 7 Disadvantaged students achieved an average Accelerated Reader scaled point score of 103.5 compared to the average of non-disadvantaged student score of 107.6.
3	Informal assessment and teacher feedback at KS3 suggests that some disadvantaged students have less background knowledge and wider contextual understanding than their peers. This impacts attainment across all curriculum areas, but additionally impacts social and extracurricular engagement. This has been amplified by partial school closures due to Covid restrictions.
4	The persistent absence rate among disadvantaged students was significantly higher than in other focus groups and the overall school population. During the summer term of 2024, 46 disadvantaged students were persistently absent, equating to 55.42% of the disadvantaged cohort, compared to a rate of 19.46% for the whole school. This data indicates that disadvantaged students are more likely to be absent, resulting in missed opportunities for social interaction, extracurricular activities, cultural capital enrichment, and critical curriculum learning. Disadvantaged female students with SEN or other intersectional disadvantages are more likely to be absent from school, with an attendance rate of 76.21% in 2023-2024. Even when excluding two students who received alternative provision, the adjusted rate was still significantly lower at 86.17%, compared to the whole school attendance rate of 92.7%. Attendance is closely monitored through weekly meetings between the Senior Leadership Team member responsible for attendance and the attendance officer. These sessions focused on identifying individual students whose attendance was declining and implementing tailored interventions to support them. Despite this systematic and focused approach, the persistent absence rate among disadvantaged and vulnerable cohorts has not improved significantly. The interventions, while well-intentioned, have not effectively addressed the underlying barriers faced by these groups. This persistent gap suggests that our current strategies are insufficient for tackling the unique and complex needs of these students.

	The data suggests a fundamentally different and more targeted approach is needed. Addressing persistent absence among disadvantaged students requires a deeper understanding of the structural and individual challenges they face. Interventions must go beyond monitoring and reactive measures, focusing instead on proactive, bespoke strategies that address the root causes of absence and create equitable opportunities for all students to thrive.
5	School report data shows that the learning behaviours of disadvantaged students have improved and are now comparable to those of non-disadvantaged students in Years 7 and 9. However, a disparity appears in Year 8, where disadvantaged students receive significantly fewer top grades for learning behaviour compared to their non-disadvantaged peers. We must foster a sense of purpose for year 8 introducing clear progression frameworks that helps students to understand how the curriculum in KS3 acts as an important foundation and milestone link into KS4 and GCSE courses. Disadvantaged students in year 8 should be targeted for mentoring programs to help maintain motivation and offer guidance through the year. Further engagement of students can be increased through additional enrichment opportunities through new clubs, projects, and house competitions which specifically focus on the year 8 cohort.

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
Raise attainment of disadvantaged students across all subjects	KS4 outcomes show P8 no gap between disadvantaged and non-disadvantaged students by 2027.
Improve year 8 disadvantaged students' self-regard as learners and their response to challenge.	Reporting at KS3 to show progress against potential and learning behaviours to be comparable between disadvantaged and non-disadvantaged students. Disadvantaged working party to investigate and disseminate strategies within faculty areas that promote better engagement of disadvantaged learners. Processes for intervention and support in place to support students and improve their self-regard and sense of belonging in the school community, particularly in year 8.
Improve maths outcomes in maths at KS4.	KS4 P8 gap in maths between disadvantaged and non-disadvantaged students to be reduced by half by 2025. KS4 outcomes show no P8 gap between disadvantaged and non-disadvantaged students by 2027.
Improve levels of literacy throughout KS3 and KS4.	Accelerated Reader and other literacy data indicate a reduction in reading age disparities between disadvantaged and non-disadvantaged students, with disadvantaged students making equal or greater progress relative to their baseline compared to their non-disadvantaged peers.
Address knowledge and skill gaps of disadvantaged students via school-led tutoring.	Early intervention to be implemented when gaps are identified. School-led tutoring deployed to support key examination groups and students.
Improve engagement of disadvantaged students in extra-curricular opportunities.	Monitoring the engagement of disadvantaged students in extracurricular and wider opportunities. Introduction of new clubs aimed at actively targeting and encouraging participation among disadvantaged students.

Improve attendance of disadvantaged students.	Early interventions and support in place to disadvantaged students at risk of not attending, especially female PP students with SEN. The persistence absence rate of disadvantaged students to be reduced and be in-line with, or lower, than the whole school rate. Improved punctuality of disadvantaged students. Greater engagement from the families of disadvantaged students where attendance is identified as a concern.

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: £ *[158,928]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to technology supported via funded iPad scheme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital The use of technology has been embedded at Tomlinscote for several years through the use of staff and student iPads alongside a variety of subject specific technology and software. 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.	1, 2, 3, 5
Embedding recommendation 3 and 5 of the EEF Metacognition and Self-regulated Learning Guidance Report across all subject areas	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 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. This will encompass staff CPD, instructional coaching and is a focus of teaching staff learning and teaching targets. The current focus being modelling and eliciting elaborative responses in students.	1, 2, 3, 5
Embedding recommendation 2 and 3 of the EEF Improving Literacy in Secondary	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2

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). Our literacy coordinator will also lead a programme to address decoding issues with our weakest readers in KS3.	
Embedding recommendation 5 of the EEF Improving Mathematics in KS2 and 3 Guidance Report	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 This links to the whole school focus on metacognitive learning strategies using Rosenshine's Principles and a mastery approach. CPD and coaching in Maths will focus on specific aspects such as modelling processes to then develop students' abilities to model their own thinking.	1
Embed recommendation 3 of the EEF Teacher Feedback to Improve Pupil Learning	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback This links to our focus on Rosenshine's strategies on providing effective feedback through guided student practice and eliciting elaborative student responses. CPD for staff through instructional coaching is a focus to improve learning and teaching.	1, 2, 3, 5
Accessing and implementing Internal and External Alternative Provision programs as a means of diverting students at risk of repeated or permanent suspension.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion https://assets.publishing.service.gov.uk/media/5bc611a4ed915d0b0349a64d/Investigative_research_into_alternative_provision.pdf This links to our wider strategies of supporting our most vulnerable learners who are most at risk of disengagement from education or repeated and permanent suspension.	3, 4, 5

	The school organises internal alternative provision programs in KS3 to intervene early with students most at risk of disengaging from school. Most notably this includes the Chelsea Premier League Inspires program. At Key Stage 4, the school organizes external alternative provision to expand opportunities and offer a more engaging and tailored curriculum for our most vulnerable learners. This approach ensures they have access to a wider range of curriculum choices and enriched career experiences beyond what is available in school.	

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

Budgeted cost: £ *[66,220]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to support literacy and numeracy in Year 7	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 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. Further evidence from Impact Ed strongly suggests that we provide early support to SEND girls who are disadvantaged as their intersectional vulnerabilities present the greatest risk of disengagement from education.	1, 2, 3, 4, 5
Accelerated Reader interventions led by school literacy coordinator	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader AR is already established successfully and will be used to map required interventions and inform LRC provision.	2
Using school-led tutoring to address skill and content gaps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence from 2020-24 engagement with the NTP and School-led tutoring programmes shows a positive impact on those students selected to benefit from this provision. Funding school-led tutoring will no longer be supported by covid-related funding but will rather be funded entirely by the pupil premium grant.	1, 2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[39,732]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Mentoring programme launched to support SEL needs of targeted students.	https://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/ Developed in discussion with a school with a similar setting, the programme facilitates 1:1 support for targeted students in KS3 and KS4 with the intention of improving opportunities for success at KS4.	4, 5
Develop the student sense of belonging and sense of safety through extra-curricular, enrichment, and pastoral activities.	https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance-report-2 ImpactEd Evaluation launched Understanding Attendance, a national project helping schools and Trusts to identify the underlying drivers of pupil absence in their settings, and supporting them to assess the impact of their interventions.	4, 5
Transition program between year 7 and year 8	https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance-report-2 ImpactEd Evaluation launched Understanding Attendance, a national project helping schools and Trusts to identify the underlying drivers of pupil absence. The project especially highlights the need for a transition program between year 7 and 8 where the data shows pupil disengagement	

	and absence increase significantly in year 8.	
Increased extracurricular provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf Opportunities for students across a range of disciplines at no additional cost with engagement monitored and supported.	3, 4, 5
Increased pastoral and mental health support.	https://www.mentallyhealthyschools.org.uk/getting-started/getting-started-school-leaders/ The Student Support Hub lead the school in promoting positive physical and mental health and provide a variety of supportive interventions for some of our most vulnerable learners who are most at risk of disengagement from education.	4, 5

Total budgeted cost: £ *264,880*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The disadvantaged students demonstrated strong overall performance, reflected best in the 2024 exam results with a Progress 8 score of +0.03 when excluding one student who did not attend several exams. While the overall score for disadvantaged students was impacted and ultimately -0.12, this does not diminish the success of the remaining cohort, who achieved at or near expected levels. Furthermore, the disadvantaged students received an ALPS rating of 4, indicating their performance was notably strong compared to non-disadvantaged students, who earned an ALPS rating of 3. Overall, this shows that the disadvantaged cohort made good progress despite the impact of one student.

The Progress 8 scores for mathematics reveal a notable gap between non-disadvantaged and disadvantaged students, which has been a key focus of the strategy. Specifically:

- *Non-disadvantaged students have an average P8 math score of **0.484**, suggesting they perform nearly half a grade above the national standard.*
- *Disadvantaged students, with an average P8 score of **-0.12**, perform near to the expected standard.*

*This **0.41-point gap** highlights the challenge in improving outcomes in maths, particularly at Key Stage 4, where efforts are aimed at raising disadvantaged students' performance to match their non-disadvantaged peers. Closing this gap remains essential to promote greater equity between disadvantaged and non-disadvantaged students.*

The tutoring program has positively impacted Year 11 outcomes of students who received tutoring, with 59% of students in math and 80% in English maintaining or improving their grades by exam time. Additionally, students receiving external tutoring from Fleet tutors met or exceeded their target grades, demonstrating the program's effectiveness in supporting and enhancing student performance across subjects.

In Year 7, disadvantaged students excelled in learning behaviour ratings, often surpassing their non-disadvantaged peers through strong engagement and responsibility. Since external exam results are unavailable in Years 7-9, these learning behaviour assessments are essential indicators of progress. Notably, PASS survey results from the beginning of this strategy revealed that disadvantaged students initially had lower self-regard as learners compared to non-disadvantaged students. Although a gap appears in Year 8, with non-disadvantaged students receiving more top ratings, this trend balances out by Year 9, as disadvantaged students achieve similarly high

ratings. This progress, alongside targeted support, highlights the importance of focusing on Year 8 to ensure sustained success and self-confidence across all year groups.

The literacy strategy has had a measurable positive impact on reading age progress, especially benefiting disadvantaged students. In year 7 students engaged in an accelerated reader program, at the beginning of this program non-disadvantaged students had an average reading age of 11.4, which increased to 12.11 by April, showing a progress of +0.71 years. Disadvantaged students, who started with an average reading age of 10.8, progressed to 11.6, achieving a slightly higher progress rate of +0.8 years. This difference, with disadvantaged students gaining +0.09 more than their non-disadvantaged peers, highlights the strategy's role in fostering equitable literacy growth.

Another notable area of the literacy strategy includes the development of tier 3 vocabulary across all faculties and departments, with each area actively working to expand and integrate subject-specific language in their teaching across all key stages.

Disadvantaged student engagement in extracurricular activities at Tomlinscote showed encouraging improvement over the school year, with varied participation across different terms. While initial attendance rates for disadvantaged students were lower compared to non-disadvantaged students, certain activities saw a strong and meaningful level of participation from disadvantaged students, highlighting growing interest and involvement.

***Sports activities** were the most popular for all students, with **71% of all club attendance** dedicated to sports. Within this, boxing emerged as a popular choice for disadvantaged students, who made up **54.5%** of attendees in the summer term. This aligns with student feedback that emphasized how students appreciated trying new activities without long-term commitment. This is significant, as the strategy aimed to expand cultural capital opportunities for disadvantaged students, encouraging them to engage in a wider variety of activities throughout the year. New clubs that gained popularity among disadvantaged students included rock climbing and golf. Additionally, 2024 introduced several non-sports clubs, such as gardening and Warhammer clubs, broadening the range of extracurricular options and supporting diverse interests across the student body.*

Additionally, the school supported disadvantaged families with financial assistance for essentials such as school-branded uniforms and equipment, demonstrating a strong commitment to reducing financial barriers and enabling maximum engagement in school life.

Together, these strategies and opportunities contributed to a steady increase in engagement, providing PP students with access to new activities and experiences that foster both skill development and a sense of belonging at Tomlinscote.

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
STEPS	Surrey Care Trust