

Pupil premium strategy statement – Treviglas Academy

This statement details our school's use of pupil premium (and recovery 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	867
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	27th November 2023
Date on which it will be reviewed	March 2024
Statement authorised by	James Rogers, Headteacher
Pupil premium lead	Rebecca Drake, Assistant Headteacher
Governor / Trustee lead	Nigel Hyde, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,140
Recovery premium funding allocation this academic year	£57,408
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£268,548

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of background or other challenges that they may face, achieve highly across the curriculum. Through the teaching of our curriculum and implementation of our personal development intent, we want all students to develop the knowledge and skills that they need to go on to complete the next steps of their education and training, which in turn will support students to go on to lead happy and fulfilled lives. Through our implementation of the Pupil Premium Strategy, we want to ensure that background and disadvantage are not predictors of future success or attainment.

At the heart of our approach is the importance of high quality teaching. In line with the research from the EEF regarding the effective use of the Pupil Premium, we recognise that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our curriculum is designed to be broad and balanced, with a recognition of our school context, and consequent high quality implementation of this curriculum will support all students to achieve highly. We also recognise that many of our students will not formally qualify for free school meals, but live within areas with high levels of deprivation, giving further importance to the high quality teaching for all students to ensure that students who are not formally identified as disadvantaged receive high quality teaching and targeted support. Consequently, our strategy aims to support all students within our understanding of our context to achieve our aims.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The strategy complements the whole school strategy for the development of cultural capital to support the personal development of our students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in the basics at GCSE is lower than that of their peers (13% of disadvantaged students compared to 42% of non-disadvantaged students). In maths, teacher diagnostic assessments suggest that many students struggle with how to approach complex problems and break these down into smaller steps, showing full working with correct arithmetic. Through analysis, it was identified that students were underperforming in literature, compared to English language, although attainment in English language was still lower than that of their peers. Teachers have identified that students are not able to explore the larger themes, and perspectives in texts, linking to broader ideas and viewpoints.</p> <p>Assessments on entry to year 7 in the last year indicate that between 38-40% of our disadvantaged pupils arrive below age-related expectations in English and maths compared to 17-24% of their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This is supported through our analysis of reading age tests where between 60- 69% of disadvantaged students arrive with a reading age below their chronological age compared to 48-53% of their peers. This gap persists during pupils' time at our school.</p>
3	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-7% lower than for non-disadvantaged pupils.</p> <p>38 - 53% of disadvantaged pupils have been 'persistently absent' compared to 11-29% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour.</p>
5	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures</p>

	<p>during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.</p>
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus upon achieving the Basics.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of at least the national average (the 2022 national average is 48.7) ● at least 50% achieving the Basics
Improved progress of disadvantaged students at the end of KS4	<p>By the end of our current plan in 2024/25, disadvantaged students in our school are on track to achieve the top quartile for progress compared to all disadvantaged students nationally, recognising that progress will not be measured in the 2025 and 2026 GCSE exam cohorts.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice and teacher observations, quantitative data from student and parent surveys. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● All disadvantaged students engage in personal development through our student entitlements ● A reduction in the number of negative behaviour points attained by disadvantaged students compared to the start of the strategy
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils at the end of KS3 and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers, measured through STAR reading tests. Teachers will have recognised this improvement through engagement in lessons and book scrutiny.

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: £120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise the standard of the implementation of the curriculum across all Key Stages by improving the quality of both the modelling, reactivation and retrieval elements of the lesson by all staff. This includes the effective use of homework to support knowledge to move from short term to long term memory.</p> <p>This will involve ongoing teacher training, support and</p>	<p>Cognitive science is being used increasingly to inform practice in education, with a particular interest into working memory, long-term memory and cognitive load.</p> <p>EEF Guidance Cognitive Science Approaches in the Classroom</p> <p>EEF Guidance report: metacognition</p> <p>Kingsbridge Research School: Modelling</p>	1, 5

release time, as well as the purchase of resources to support this in the classroom.		
Provide instructional coaching to staff through the purchase of the Walkthrus subscription and accompanying resources to improve the standard of teaching and learning in the classroom. This will include ongoing CPD and release time.	Instructional coaching involves revisiting the same specific skills several times, with focused, bite-sized bits of feedback specifying not just what but <i>how</i> the teacher needs to improve during each cycle, thus avoiding a 'one size fits all' CPD model. Sam Sims Quantitative Education Research on Instructional Coaching	1, 2
Develop a culture of reading and improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF: Improving Literacy in Secondary Schools	1, 2

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

Budgeted cost: £90000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of the Accelerated Reader programme to help screen and then support the development of reading comprehension through the choosing of appropriate texts and subsequent monitoring of progress.	Accelerated Reader helps to support an approach to developing reading comprehension. It is promising when it is used as targeted intervention EEF Efficacy Trial of Accelerated Reader	1, 2, 5
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or	5

<p>been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will include recruiting a member of staff to focus upon small group literacy tuition to address barriers in reading.</p>	<p>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 And in line with the most recent guidance report published in November 2022, focusing upon the three central principles of effective tutoring: EEF: Making a difference with effective teaching</p>	
<p>Recruitment of a Learning Support Mentor to provide targeted support for students with SEND, with an emphasis upon support in regards to cognition and learning.</p>	<p>There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment when planned and used effectively, working alongside teachers and providing supplementary learning support. EEF Making Best use of Teaching Assistants</p>	1

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

Budgeted cost: £58548

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training and release time to implement procedures, such as first day absence phone calls, as well as the development with links to the rewards system.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance EEF Attendance Interventions rapid evidence assessment</p>	3

<p>For the Personal Development intent to be underpinned by planned opportunities to support the character and cultural development of every student at each key stage in the school. This will include the development of the 'student entitlements' to help equip students with the skills and cultural capital that they need to succeed in later life, including activities linked with sport, art and careers events.</p>	<p>Much research has taken place into the ways in which the inequalities in society are reproduced, particularly through considerations of the use of cultural capital to favour certain individuals.</p> <p>Bourdieu Forms of Capital Cultural Capital - Chris Quigley Education Character Education Framework Guidance</p>	<p>4</p>
<p>Develop the school's behaviour curriculum to focus upon proactive approaches to teaching positive learning behaviour, to include improved partnership with parents and a rewards programme.</p>	<p>Research upon behaviour demonstrates the need to have a clear and consistent behaviour policy to promote positive behaviour in lessons.</p> <p>EEF Improving Behaviour in Schools Guidance Research and training from Tom Bennett, the DfE advisor for behaviour to include the report commissioned as part of the independent review</p>	<p>4</p>
<p>Provide additional support for mental health and wellbeing through the Student Support Manager for Health and Wellbeing. Develop the PSHE programme to include a focus upon anti-bullying, staying safe online and preventing child on child abuse and sexual harassment, as well as further development of the tutor programme to include wellbeing elements.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, although we recognise that the evidence base is not strong.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £268548

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 and 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.31 and -0.32 in 2023. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.95 and 35.75 in 2023. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. Consequently, caution needs to be exercised when making comparisons over time.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and 34.9 in 22/23; for non-disadvantaged pupils, it was 52.6 and 50.2 in 2023. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17 in 2022/23. The Progress 8 score of our disadvantaged students of -0.32, placed us sixth in the county.

There is an increasing national gap between the progress of disadvantaged students and their peers and it is now at its highest level since 2011. We recognise that, whilst the progress of our students has been consistently above national for the last two years, our students are still achieving that below their peers.

13.2% of disadvantaged students in the school attained an English and maths qualification at grade 5+ compared to 42.4% of non-disadvantaged in 2023. However, when comparing the English and maths score in line with the national achievement of all students, we have not met our previous objective and so the focus upon the attainment of the Basics measure remains at the heart of this Strategy.

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22, 5.7% higher in 2022/23; persistent absence was 19% higher in 21/22 and 24% higher

in 2023 and consequently we have not met the aims of our previous strategy. We recognise this gap is too large, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed. This member of staff also talks with the students to support and review aspects of learning but particularly when a family member is deployed. This academic year, a communications room will be set up within the school to support students for whom their parents are currently deployed. The dedicated member of staff is in regular contact with families to support individual challenges. Opportunities will be sought throughout the year to celebrate Arms Forces Day and offer a network of support for students. Through the analysis of data, School Led Tutoring is also being provided for those students where gaps in learning have been identified.

The impact of that spending on service pupil premium eligible pupils

Qualitative data shows that students are engaging with the support and this is impacting positively upon them. At the end of this academic year, quantitative data will be used to assess the impact of the tutoring.