

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	The Telford Langley School
Number of pupils in school	986
Proportion (%) of pupil premium eligible pupils	51.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	Autumn term 2022
Statement authorised by	Steve Carter
Pupil premium lead	Lucy Evans
Governor / Trustee lead	School Standards Committee

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£438,000
Recovery premium funding allocation this academic year	£72,647
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£510,647
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and for those who are high attainers through a broad and balanced curriculum, Rosenshine's Principals of Instruction, relevant cognitive science research that informs our curriculum planning and pastoral support. At The Telford Langley School we work towards high levels of literacy and numeracy, embedded within our curriculum and whole school reading strategies. This is proven to have impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school.

We adopt a whole school approach in which all staff receive CPD and take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected and to improve the quality of remote and blended learning approaches to support and promote progress for all.

Our approach is responsive to common challenges and individual needs. The challenges that young people face are varied and there is no 'one size fits all'.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy and numeracy on entry to Year 7.
2	Behaviour and attitude to learning issues with some students in all years.
3	The number of mobile PP students entering KS4 predicted to attain a grade 4+ in English and Mathematics respectively lower than the non-mobile PP pupils figure.
4	Attendance rates for pupils eligible for PP is 86.92% (below the target of 95% for all students) This reduces their school hours causing them to fall behind on average.
5	Increasing social, emotional, mental health issues are affecting the progress of PP students within each year group.
6	Parental and family engagement with school is still lower with some PP families than non-PP families.
7	Low aspirations and history of underachievement continues with some families.
8	Further widening of the gap due to lower engagement with remote learning than Non- PP students during the pandemic.

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
1. Improved levels of progress in literacy and numeracy for targeted students, across all year groups eligible for PP.	The targeted PP pupils make expected progress. At least 50% of PP pupils exceed their Literacy & Numeracy targets and 100% meet their expected targets. 65% of all pupils have a reading age at or above their chronological age. This will be evidenced through Accelerated Reader, Access Test and Corrective Reader outcomes. The data from these programmes will help to Close the reading age gap between PP and Non-PP students. Students reading age to be at least in line with their chronological age. Work scrutiny, learning walks and deep

	<p>dives show evidence of extended writing in line with age related expectations.</p>
<p>2. Behaviour and attitudes to learning issues in targeted PP students, in all years, to be improved.</p>	<p>Increased participation in tailored learning and support programmes to improve the engagement in school and the curriculum. Reduction in consequences and increase in rewards and participation in opportunities within school.</p> <p>Staff to apply 100% consistency with the consequence system, 100% using house points to reward pupils within the lesson. Staff to use the 4 to start and 4 to finish. Pupils to achieve 100% punctuality and 95% and above attendance.</p>
<p>3. To improve Mobile PP attainment</p>	<p>Build communication with schools students have come from in order to improve seamless curriculum learning. E.g to communicate texts they have studied or exam boards they have worked on. Work with EAL and pastoral staff to ensure mobile students have the best support.</p>
<p>4. To improve attendance of PP pupils in line with National benchmark increasing the number of schools hours they are attending.</p>	<p>Reduce the number of persistent absence (PA) among pupils eligible for PP to 10% or below. All PP pupils to have 95% attendance or above. Where they are not, pastoral departments are putting in place intervention which are monitored by Heads of House and full time School EWO.</p>
<p>5. Pupils to be supported with their social, emotional and mental health allowing them to improve their resilience and coping mechanisms facilitating the removal of barriers to learning.</p>	<p>Mental Health Lead appointed providing ongoing support to pupils and Mental Health sessions as part of the tutor programme.</p> <p>School counsellor to support pupils referred via the pastoral teams.</p> <p>Trailblazers?</p> <p>Increase pupils attendance to lessons.</p>
<p>6. Strengthen engagement with parents and families especially PP parents and carers.</p>	<p>EWO (Educational Welfare Officer) has been employed in order to strengthen relationships with parents, families and students especially PP students in order that attendance is improved as well as providing emotional, social and behavioural support.</p>

<p>7. Increased opportunities for PP students and non- PP students to raise aspirations (aspirational strategy) and raise attainment.</p>	<p>Aspire to HE Lead appointed and Aspire to HE curriculum taught to Year 9, 10 and 11. OLT Careers Lead has developed an aspirational careers curriculum that is delivered to all year groups, mapped against the CDI (Career Development Institute) Learning Outcomes and positive Career strategies are being embedded into whole school provision.</p> <p>As part of whole school curriculum planning, curriculum areas are planning for cultural capital and trips, visits and speakers are planned for the academic year.</p>
<p>8. Improve the quality of remote teaching and blended learning for all students.</p>	<p>Maintain and improve the quality of blended learning to mirror the curriculum provision in line with the whole school Deep Dive process. Implementation of Rosenshine’s Principles of instruction to reduce cognitive overload. Increase of meaningful engagement for all students on all learning platforms.</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: £ 180,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To recruit and retain staff with the emphasis on quality first teaching- recruitment of effective and highly effective teachers.</p>	<p>Research from the NFER shows that quality first teaching can make a whole year's difference in progress of students and post- pandemic this is important to close gaps in substantive and disciplinary knowledge that has been planned as part of the whole school curriculum. According to cognitivist Jerome Bruner, "knowledgeable people play a major role in the cognitive development of a learner" (teacher as expert) and according to Bruner's Scaffolding Theory, scaffolding in learning, for example questioning, role modelling and exemplars (WAGOLLS) is beneficial to effective and highly effective acquisition of substantive and disciplinary knowledge and are therefore, used as part of teaching and learning in school.</p>	<p>1, 3, 7, 8</p>
<p>Curriculum provision to include reading lessons and the recruitment and retention of reading Teachers/Librarians to successfully lead reading as an explicit curriculum area.</p>	<p>The Accelerated Reader programme has proven impact on literacy levels within the school and this is backed up by national and programme data that is used to calculate reading ages and ZPD (Zone of Proximal Development) as part of a constructivist approach- Lev Vygotsky.</p>	<p>1, 7</p>

Pupil facing and non-pupil facing staff receive CPD on Curriculum, Blended Learning Strategies, Departmental time for impact monitoring and intervention group selection.	The Deputy Head- Curriculum has used research from the EEF, Ofsted and cognitive science research in order to ensure that the newly designed and adapted whole school curriculum, blended learning strategies and impactful interventions and leads CPD to ensure staff learn and deliver teaching and learning in line with school strategies and to benefit students, both PP and non-PP.	3, 7, 8
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Corrective Reader Programme.	The Corrective Reader programme is based on direct instruction research and principles (Englemann, Hanner & Johnson, 1999). This programme enables development of decoding skills and reading comprehension.	1, 7
Increase access to and continue to promote online curriculum and learning resources via MS Teams and home learning section of the school website (for homework, Year Base and in case of Covid closures), ensuring disadvantaged pupil have equal access to the school curriculum.	Studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. The use of online platforms to deliver part of teaching content also allows for greater monitoring by teachers, and provide an opportunity for quick, targeted intervention - often without the need to draw attention to the fact that help is required (which can be off-putting for some disadvantaged pupils). The use of digital platforms can also be advantageous for those pupils whose parents are unable to provide academic support and guidance.	8

<p>Tailored learning and support programmes:</p> <ul style="list-style-type: none"> - Alternative Provision - Group interventions - 1:1 interventions 	<p>According to the EEF small group tuition has an average impact of four months' additional progress over the course of the year and is most effective when it is targeted at pupil's specific needs. Specifically, with regards to PP students, small group support can be effectively targeted to disadvantaged groups to improve outcomes.</p>	<p>1, 2, 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School EWO employed with the aim of improving the % attendance of disadvantaged students so that it is in-line with their peers. Dedicated support staff, year leaders, and form tutors focus on monitoring pupils and following up quickly on absence.</p> <p>Where it is deemed necessary the school nurse to support in managing extended periods of absence due to illness.</p>	<p>Increased absence leads to more gaps in learning; these gaps become cumulative and hinder the progress of students through the curriculum. This affects impact of the curriculum on students' substantive and disciplinary knowledge. New knowledge is built on prior learning: if this learning is fragile and disconnected, new knowledge 'falls through the gaps'. NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p> <p>Disadvantaged pupils are statistically more likely to have lower attendance rates - for example, last year the % attendance for PP students was 3% below that of their peers. If we seek to improve the attainment and life-chances for our disadvantaged students, our starting point must be ensuring that they are actually in school to benefit from all of the other suggested strategies. .</p>	<p>4, 6</p>
<p>School Counsellor employed.</p>	<p>Experiences of lockdown will vary greatly from pupil to pupil. For some, it may have been a safe and enjoyable time, with the opportunity to develop independence and</p>	<p>5</p>

	<p>technological skills. For others, it will have been challenging or even traumatic - it is well-known that, for some students, school provides a 'safe haven'. These students not only need to be provided with the opportunity to access a 'catch-up curriculum' which aims to address their academic needs, they also need access to high quality counselling and mentoring from qualified staff to redress some of the issues which will have been exacerbated during lockdown - research suggests that this is particularly important to LAC.</p>	
<p>Mental Health Lead appointed.</p> <p>Children and Young People's Mental Health Trailblazer Programme.</p>	<p>The Mental Health Lead has been appointed to deliver CPD on mental health related issues and to support better mental health in both students and staff post- pandemic.</p> <p>The Department for Education, Department of Health and Social Care and NHS England have selected areas across England to test ways of supporting children and young people with their mental health and wellbeing. They include having a named person who will lead the school's approach to mental health and wellbeing. This is a national programme in conjunction with research centres at University Birmingham.</p>	5
<p>Pastoral Staff structure for full support with:</p> <ul style="list-style-type: none"> - Behaviour and attitude - Attendance <p>Social and Emotional Wellbeing</p>	<p>It is clear from relevant research that, apart from providing high quality education, school should develop pupils' resilience so that they can achieve success, and aim to transform pupils' commitment, motivation and productivity. School behaviour policies deal with the day-to-day sanctions (and rewards) of all students, but some students need to be taught how to behave, not merely punished for infractions. Attitudes towards school and learning are heavily influenced by self-esteem and confidence and when a pupil is lacking in either, poor behaviour is</p>	2, 3, 4, 5, 6

	<p>often the result. Investing in high quality pastoral care, which includes excellent pastoral leaders, Heads of Year, Assistant Heads of Year and Student Support Officers (SSOs), will enable the school to provide programmes/support which aim to intervene quickly and effectively when behaviour is poor but also to prevent frequent occurrences of poor behaviour - "prevention is better than cure".</p>	
<p>Develop a comprehensive programme to enhance the curriculum which includes: visits to universities; financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities. Also supported through an enhanced PSHE programme.</p>	<p>A CIEAG policy, curriculum and programme aims to raise aspiration and include disadvantaged pupils and seeks to address inequalities in education and opportunity. Students are given opportunities and experiences of FE and HE and high quality workplace, industry, technical, vocational and academic opportunities.</p> <p>Some pupils who may never have the opportunity to, for example, visit the theatre, go to an art gallery or take a trip to view a college or other place of further/higher education are provided with funded visits, talks, trips and curriculum opportunities.</p> <p>A broad and balanced curriculum (including PSHE) can offer pupils insight into these areas and address 'Cultural Capital' is embedded into our curriculum provision.</p>	1, 7
<p>Future Focus Careers Advisor employed as an independent Careers Advisor and support in reducing NEET</p>	<p>Advisor to attend all meetings for LAC and EHCP pupils from year 9 to support in options and post 16 choices.</p> <p>All year 11 pupils to be seen by advisor to support in applying to post-16 and ensuring that placements are secured for post-16.</p>	7

Total budgeted cost: £ 510,647

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.

The impact of COVID-19 has been significant and has disrupted all our subject areas to varying degrees. The partial closure was detrimental to all our students, including those that are disadvantaged, as evidenced in schools across the country. Pupils were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the level that we would have desired. However, using our personalised home learning system through the effective deployment of Microsoft Teams and our high-quality blended learning approach, we have been able to mitigate any further widening of the gap. Our continued blended learning approach has ensured any pupil who is unable to attend school has been able to access to high-quality education, with all students being provided with the technology they require and the support they have needed to navigate this new way of learning. A horizontal pastoral system was adopted to meet the requirement of covid bubbles during the pandemic, however, the benefits included the ability for school to provide more pastoral support for all pupils and therefore this approach has been adopted permanently.

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
Accelerated Reader	Renaissance Learning
Corrective Reader	McGraw Hill
Trailblazers	BRACE, Birmingham University
Aspire to HE	University of Wolverhampton
Future Focus- Careers Advisor	Future Focus
Hegarty Maths	
Linguscope	