

Pupil premium strategy statement

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 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	1171
Proportion (%) of pupil premium eligible pupils	46.58%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	19/12/2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Emma Blount
Pupil premium lead	Lucy Evans
Governor / Trustee lead	Julie Marriott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£529,144.92
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£529,144.92

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding given to schools and academies to raise the attainment of disadvantaged students and diminish the difference between them and their peers.

Our school is a large mainstream secondary for years 7-11. We have a significantly higher percentage of pupil premium (46.58%) in comparison to national (25.7%).

Our approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought. Achieving high outcomes in the three areas of academia, social and personal development, which aim to support pupils in living more fulfilling adult lives with improved employment outcomes through better preparation for their adulthood during all stages of their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High quality teaching is at the heart of our approach, incorporating strategies such as adaptive teaching to support the needs of our disadvantaged pupils. By supporting the needs of our disadvantaged pupils, we will also support the progress of non-disadvantaged pupils.

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

Although this pupil premium strategy is a long-term plan of action, it is regularly reviewed and our approach will be responsive to common challenges and the individual needs of students at The Telford Langley School and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

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 skills on entry to year 7 (academic year 2024) 42% PP and 32% SEND (13.3% both PP & SEND)
2	Quality of written work produced by KS4 boys with PP.
3	PP Pupils with SEND, their behaviour and attitudes to learning leading to consequences such as number of C5's which limits their access to subject specialist delivery.
4	Attendance rates for pupils eligible for PP is 91.80% lower than national expectations.
5	Meeting the diverse social, emotional, mental health needs of PP students so that progress is not negatively impacted.
6	PP not aspiring to and engaging with post-16 provision.

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.	<p>Tracked progress in English is as good for PP pupils as for non-PP pupils.</p> <p>Tracked progress in Maths is as good for PP pupils as for non-PP pupils.</p> <p>Close the reading age gap between PP and non-PP pupils.</p> <p>Pupils will develop the skills to access the texts within the curriculum.</p>
2. Quality of written work has improved due to teachers ensuring that work given is well matched to the pupils needs.	<p>Tracked progress is as good for PP pupils as for non-PP pupils across a number of subjects.</p> <p>Work scrutiny and learning walks show evidence of extended writing in line with age related expectations.</p> <p>Teachers are checking pupils understanding consistently to build knowledge more effectively over time.</p>

<p>3. Behaviour and attitudes to learning 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. Reduction in suspensions for PP pupils. Adaptive teaching strategies are successful in engaging pupils in the curriculum.</p>
<p>4. To improve attendance for PP pupils in line with National. To improve the percentage of pupils who are persistently absent</p>	<p>PP pupils' attendance overall is at least 96%. Number of persistent absentees among PP pupils is reduced in line with National. Robust systems in place to support pupils where there is an attendance concern. Pupils are punctual to lessons.</p>
<p>5. Pupils to be supported with their social, emotional and mental health allowing them to improve their wellbeing facilitating the removal of barriers to learning.</p>	<p>Improved levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - Data from pupil voice, parent and pupil surveys. - Interventions being used by PP pupils on a regular basis, accessed through the school wellbeing panel. - Case studies of PP pupils overcoming barriers with the support provided. - significant increase in participation in enrichment activities, particularly among PP pupils.
<p>6. Greater number of opportunities for PP students around school, increasing the number of pupils progressing to a range of higher education establishments, employment or training reducing the number who become NEET.</p>	<ul style="list-style-type: none"> - Tracked attitude to learning shows improved engagement in lessons. - PP pupils engage positively with the careers programme. - Positive engagement is reflected by the post-16 destinations. - Reduction in the number of PP pupils who become NEET after leaving school.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £336,277.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations from the EEF guidance.</p> <p>Reading comprehension strategies to support pupils to access texts</p> <p>Whole school reading strategy to support the acceleration of reading and to improve literacy skills, increasing the access to the curriculum.</p>	<p>Improving literacy is key for pupils as they learn new, more complex concepts across the different subjects.</p> <p>Reading comprehension strategies EEF</p> <p>Very high impact with low cost based on extensive evidence +6 months</p>	<p>1,2</p>
<p>High quality teaching, including adaptive teaching strategies to ensure that all pupils make progress and can effectively recall knowledge and skills.</p> <p>Ongoing CPD – informed through learning walks, observations and line management process. Using experts within school and externally.</p>	<p>The EEF outlines the need for high quality teaching.</p> <p>Cognitive strategies such as recall/retrieval are widely practiced at the school.</p> <p>EEF Metacognition and self-regulated learning.pdf</p>	<p>1, 2, 3</p>

<p>Higher frequency of CPD delivered by SEND department to support the learning of disadvantaged pupils</p> <p>Releasing staff to attend subject network meetings and training event to share good practice.</p>		
<p>Curriculum reviews completed by each department. Quality assured by HOD/DOL's and SLT.</p>	<p>To ensure that the curriculum is fit for purpose to meet the needs of the pupils and enable high quality teaching so gaps in learning are addressed, and pupils make progress.</p>	<p>1, 2, 3</p>
<p>Purchase of diagnostic assessments.</p> <p>Data used to inform support and teaching of individuals, classes and year groups.</p> <p>Employment and training for staff to administer assessments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3</p>
<p>Assessment – pupils receive high quality feedback for subject/task/pupil/class on an ongoing basis.</p> <p>CPD sessions to support staff in delivering high quality assessment for learning.</p>	<p>Research indicates that high quality assessment for learning ensures that learning is progressed targeting specific learning gaps.</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £37,834.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1-1 interventions to support targeted pupils in closing the gap between PP and non-PP using lexonik leap and TRIPP reading strategies.</p> <p>Staff trained to deliver targeted interventions.</p>	<p>TRIP – Targeted Reading Intervention Programme. Raining provided through the Telford and Wrekin Educational psychology Service and learning Support Advisory Team.</p> <p>Lexonik Leap Literacy Intervention Programme - Lexonik</p> <p>Phonics EEF</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	1, 2, 3
<p>Academic coach for Maths to provide smaller group provision to support progress for disadvantaged pupils.</p>	<p>Small group tuition EEF</p>	1, 3

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

Budgeted cost: £155,083.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ATTEND initiative</p> <p>Pastoral leaders and SLT to mentor targeted pupils and work with their parents to improve attendance of disadvantaged pupils.</p> <p>Providing free breakfast for PP pupils to support with attendance and punctuality.</p>	<p>Dr Adele Tobias – ATTEND</p> <p>This framework is designed for to support schools in implementing an early intervention programme for pupils with low attendance. It helps identify what the specific issues are in each individual case so that professionals can engage the student in a collaborative process to put together an effective support plan.</p>	3, 4, 5

<p>Trained staff (EWO, Early Help lead, Wellbeing panel) to support pupils and families in accessing the appropriate support. This can include:</p> <p>MHST referrals ELSA Counsellor Trauma Therapist</p>	<p>Implementing the principles of good practice set out in DFE's guidance: Working together to improve school attendance - GOV.UK</p>	
<p>Robust pastoral support.</p> <p>Behaviour managers to support pupils who are dysregulated providing strategies that can be used to help remove barriers to learning.</p>	<p>Effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement.</p> <p>Improving Behaviour in Schools EEF</p>	3, 4, 5
<p>Wellbeing systems in place to provide support for pupils who have social emotional and mental health difficulties.</p> <p>Referrals to wellbeing panel to triage support to the following:</p> <p>BeeU MHST ELSA Trauma Therapy School Counsellor</p>	<p>Social and emotional learning EEF</p>	4, 5
<p>Financial support for equipment and trips. To ensure that all pupils have access to the same opportunities.</p>	<p>Financial assistance to PP families will ensure all pupils are accessing the broad and balanced curriculum.</p>	6
<p>Extensive careers programme provided to all pupils both through lessons and additional events provided by external companies.</p> <p>Providing revision guides to KS4 PP pupils to support with</p>	<p>Pupil engagement has been more positive when external visitors have delivered events in school or pupils have attended an event hosted at another venue.</p> <p>Careers education EEF</p>	6

<p>independent learning in preparation for their GCSE's.</p> <p>Providing revision days during the holidays to support pupils with their preparation for GCSE exams.</p> <p>Future focus worker (careers advisor) offering guidance to support pupils with post-16 pathways.</p> <p>Supporting pupils in accessing open events at post-16 providers.</p>	<p>Pupils access the revision support from staff during the holidays as they may find it difficult to study at home. This also provides them with guidance on exam technique.</p> <p>Future focus worker meets with all pupils to support them in applying for post-16 provision.</p> <p>Targeted pupils will have additional support which can involve accessing open events/visiting providers, support with applications and interviews.</p>	
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Total budgeted cost: £529,144.92

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 2023 to 2024 academic year.

Assessment Data:

The data from our internal assessments has shown the percentage of pupils achieving expected, higher or much higher progress, increases the higher the school year they are in (see below for data breakdown).

Year 7 (2030 Cohort)

NGRT	No Tested	Asverage SAS	SAS 100+	English 4+	English 5+
Full Cohort	231	98.83	123	161 (69%)	106 (45%)
PP	117	95.67	50	76	42

No Progress data to show

Year 8 (2029 Cohort)

	No Tested	Average SAS	SAS 100+	English 4+	English 5+
PP Aut 25	112	99.61	63	83	56
PP Aut 24	109	97.89	52	76	47

Improvement in Reading Performance (NGRT)

- The **average SAS increased** from **97.89 (Aut 24)** to **99.61 (Aut 25)**
→ an increase of **+1.72 points**, bringing the cohort closer to the national average of 100.
- The **number of pupils achieving SAS 100+ rose from 52 to 63**
→ an increase of **11 pupils**, indicating stronger reading comprehension across the cohort.

Interpretation:

This suggests improved reading outcomes for PP pupils, potentially reflecting more effective Reading and literacy intervention, curriculum alignment, or targeted support (Lexonic Leap, Lexonic Advance, TRIPP, RDC/PDC).

Year 9 (2028 Cohort)

	No Tested	Average SAS	SAS 100+	English 4+	English 5+
PP - Aut 25	84	101.03	52	63	46

Year 8 - Aut 24	93	97.87	50	63	45
Year 7 - Aut 23	87	98.56	48	63	39

Strong Improvement in Reading Performance (NGRT)

- The **average SAS has increased steadily** across the key stage:
 - Y7: **98.56**
 - Y8: **97.87**
 - Y9: **101.03**
- This represents a **+3.16 increase from Y8 to Y9**, moving the cohort **above the national average**.
- The number of pupils achieving **SAS 100+** has risen:
 - Y7: 48
 - Y8: 50
 - Y9: **52**

Conclusion:

There is clear evidence of **accelerated reading progress between Year 8 and Year 9**, suggesting that interventions (Lexonic Leap, Lexonic Advance, TRIPP, RDC/PDC) and curriculum adaptations are having a positive impact for PP pupils.

Year 10 (2027 Cohort)

	No Tested	Average SAS	SAS 100+	English 4+	English 5+
Year 10 (Y9 - Sum 25)	111	100.93	66	78	63
Year 9 - (Aut 24)	112	95.58	53	71	41
Year 8 - (Aut 23)	114	96.24	52	70	40

Significant Improvement in Reading Performance (NGRT)

- The **average SAS shows a marked upward trend**:
 - Y8 Aut 23: **96.24**
 - Y9 Aut 24: **95.58**
 - Y10 Sum 25: **100.93**
- This represents an increase of **+5.35 points from Y9 to Y10**, moving the cohort **above the national average**.

- Pupils achieving **SAS 100+** increased substantially:
 - Y8: 52
 - Y9: 53
 - Y10: **66 (+13 pupils** from Y9)

Conclusion:

This indicates **accelerated reading progress** during the transition into KS4, suggesting that targeted literacy strategies and curriculum alignment are having a strong positive impact for PP pupils

Aspirations:

There has been a number of opportunities provided for our pupils during 2024-2025 academic year, such as college and university trips and career fayres, to support the pupils with post-16 choices. This has widened their knowledge of the career opportunities and further education choices that are available to them.

As stated in the July 2024 Ofsted inspection report key stage 4 pupils receive effective careers information, advice and guidance and there is a high quality personal, social, health and economic education curriculum delivered by a specialist team. The rating awarded for personal development was 'Good'.

Future Focus worker and careers curriculum have had a positive impact on the destinations of our Year 11 pupils. With a larger cohort of people

The NEET figures are below.

This data is based on the FutureFocus Annual Activity Survey for 2025 and interim data until 2026

The Telford Langley School

DESTINATION	SCHOOL LEVEL DATA			
	01/11/2025		01/11/2024	
	No	%	No	%
Full Time Education (Inc Custody* and Study Programme)	182	89.7%	149	85.6%
Part Time Education	0	0.0%	0	0.0%
Apprenticeships	6	3.0%	10	5.7%
Employment with Training/Self employment with training (Formal Training eg NVQ)	5	2.5%	3	1.7%
Employment without Training/Self employment without training (Non Formal and No Training. Includes part time)	1	0.5%	3	1.7%
Full Time Training	0	0.0%	0	0.0%
Reengagement	4	2.0%	2	1.1%
Settled Outcomes	198	97.5%	167	96.0%
NEET Actively Seeking (Learning/Personal Dev't Opportunity/working not for reward)	2	1.0%	2	1.1%
NEET Not Active (Parent/Carer/Illness/Pregnancy/Custody/Asylum Seekers without Citizenship/Other)	2	1.0%	4	2.3%
Not Settled Outcomes	4	2.0%	6	3.4%
Moved out of contact (Cannot be contacted/Moved address)	0	0.0%	0	0.0%
Current situation not known/ refused**	1	0.5%	1	0.6%
Other Outcomes	1	0.5%	1	0.6%
Total	203	100%	174	100%

Behaviour and Attendance:

Ofsted noted in the July 2024 inspection report that pupils' behaviour has improved rapidly during the last year and leaders have taken robust actions, meaning the school is calm and pupils conduct is compliant.

The attendance for PP pupils increased to 91.8% during the academic year 2024-2025, although this was below the national average, strategies that have been developed and implemented are now showing to have a positive impact.

PP attendance for Autumn term 2026 is currently at 91.2%, this demonstrates the strategies that have previously be implemented and continue are making a significant difference.

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
Lexonik Leap	Lexonik
TRIPP	Telford and Wrekin LA
Careers Advisor	Future Focus
NGRT	GL Assessments

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Transition lead: liaises with pastoral team, pupils and family members providing them with support during their transition, whether that be during the end of phase or mid-year admission. Service children will be considered on an individual basis for additional financial support in accessing enrichment.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupils feel more supported when accessing school, providing them with a smooth transition.</p> <p>Opportunities are provided for individual pupils to access subsidised enrichment activities.</p>
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