

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 - 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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 students in school	1107
Proportion (%) of pupil premium eligible students	47%
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 Autumn term 2023
Statement authorised by	Emma Blount
Pupil premium lead	Lucy Evans
Governor / Trustee lead	School Standards Committee

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£499,177
Recovery premium funding allocation this academic year	£125,304
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£624,484
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 students, 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 students.
- 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 students 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 students in our school.

We adopt a whole school approach in which all staff receive CPD and take responsibility for disadvantaged students' 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 school led tutoring for students 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 students.

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 students figure.
4	Attendance rates for students eligible for PP is 88.99% (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	Due to the lower engagement with remote learning during the pandemic for PP students, there has been a widening of the gap.

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 students make expected progress. At least 50% of PP students exceed their Literacy & Numeracy targets and 100% meet their expected targets. 65% of all students have a reading age at or above their chronological age. This will be evidenced through internal monitoring of our reading interventions and outcomes. The data from these interventions 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

	dives show evidence of extended writing in line with age related expectations.
2. Behaviour and attitudes to learning issues in targeted PP students, in all years, to be improved.	<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. Consistent use of the consequence system.</p> <p>Staff to use the 4 to start and 4 to finish. Students to achieve 95% and above attendance.</p> <p>Monitored via deep dives, learning walks and MIS.</p>
3. To improve Mobile PP attainment	Build communication with students' previous schools in order to provide a seamless transition without detrimental impact on progress within the curriculum followed. E.g. to communicate texts they have studied or exam boards followed. Work with EAL, SEND and pastoral staff to ensure mobile students have the required support.
4. To improve attendance of PP students in line with National benchmark increasing the number of school hours they are attending.	<p>Reduce the number of persistent absence (PA) among students eligible for PP to 10% or below. All PP students 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>
5. Students 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>Attendance for PP students to school and lessons increased to in line with that of their non-pp peers.</p> <p>Attainment for PP students increased in line with non-pp peers.</p>
6. Strengthen engagement with parents and families especially PP parents and carers.	Increased attendance at parents evenings by pp-students parents/carers.

	<p>Increased attendance in the SEND and Pastoral coffee mornings.</p> <p>Positive responses from parent voice activities.</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.</p> <p>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>Duke of Edinburgh Award.</p> <p>Careers week.</p>
<p>8. Improve the quality of remote teaching and blended learning for all pp 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.</p> <p>Increase of meaningful engagement for PP 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 (2023 – 2024)** to address the challenges listed above.

Teaching

Budgeted cost: £ 268,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit and retain staff with the emphasis on quality first teaching- recruitment of effective and highly effective teachers.	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.	1, 3, 7, 8
Curriculum provision to include reading lessons and the recruitment and retention of reading Teachers/Librarians to successfully lead reading as an explicit curriculum area.	Direct instruction has been proven to effectively improve the teaching of reading and pupil progress. Small targeted group interventions are used to deliver reading intervention with careful scaffolding, frequent opportunities for pupil responding and immediate corrective feedback. Accelerated reader programme, targeted intervention to raise reading age and literacy skills.	1, 7

	Lexonic leap, evidence-based reading intervention to be introduced to effectively resolve phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.	
Staff receive CPD on curriculum, learning strategies, departmental time for impact monitoring and intervention group selection.	<p>Research from the EEF, Ofsted and cognitive science ensures that the whole school curriculum, learning strategies and interventions are impactful on attainment.</p> <p>The senior leadership team deliver CPD to ensure staff develop their pedagogies to deliver teaching and learning in line with school strategies and to benefit students, both PP and non-PP.</p>	3, 7, 8

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

Budgeted cost: £ 138,000

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 school closures), ensuring	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	8

disadvantaged pupil have equal access to the school curriculum.	intervention - often without the need to draw attention to the fact that help is required (which can be off-putting for some disadvantaged students). The use of digital platforms can also be advantageous for those students whose parents are unable to provide academic support and guidance.	
Tailored learning and support programmes: <ul style="list-style-type: none"> - Alternative Provision - Group interventions - 1:1 interventions 	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.	1, 2, 7

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

Budgeted cost: £217,945

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 students 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. Disadvantaged students are statistically more likely to have lower attendance rates - for example, last year the % attendance for PP students was 6.44% below that of their peers. If we seek to improve the attainment and life-chances for our disadvantaged students, our</p>	4, 6

In house school health care assistant employed.	starting point must be ensuring that they are actually in school to benefit from all of the other suggested strategies. .	
Full time school counsellor. Mental Health Lead	<p>A significant increase of SEMH needs post pandemic has impacted all students, with a greater detriment to pp students academic, social and personal development.</p> <p>Access to high quality counselling and mentoring from qualified staff is proven to redress some of the issues which will have been exacerbated during the pandemic - research suggests that this is particularly important to disadvantage students due to high risk of exposure to ACES.</p> <p>Mental health lead ensures mental health is incorporated into the RSHE curriculum and also provides support to tutors for delivering structured and targeted session on mental health.</p>	5
<p>Pastoral Staff structure for full support with:</p> <ul style="list-style-type: none"> • Behaviour and attitude • Attendance • Social and Emotional Wellbeing <p>This in turn will positively impact attainment.</p>	<p>It is clear from relevant research that, apart from providing high quality education, school should develop students' resilience so that they can achieve success, and aim to transform students' 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 often the result. Investing in high quality pastoral care, which includes excellent pastoral leaders, Heads of House, Assistant Heads of House, Behaviour Managers, Student Support Officers (SSOs), Counsellor Heath care assistant and EWO 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</p>	2, 3, 4, 5, 6

	poor behaviour - "prevention is better than cure".	
<p>Develop a comprehensive programme to enhance the curriculum which aims to raise aspirations by exposing students to aspirational pathways such as visits to higher educational establishments, local businesses, work experiences, guest speakers. Financial support to ensure participation in such activities is accessible to all.</p> <p>A broad and balanced curriculum (including RSHE) that offers students insight into these areas and address 'Cultural Capital' within the curriculum.</p> <p>Future Focus Careers Advisor employed as an independent Careers Advisor and support in reducing NEET.</p>	<p>Internal data and knowledge of the school and its wider community suggests that there is a generational trend of underachievement, particularly within disadvantaged students. This is reflected in the makeup of the local labour force and levels of NEET in the local authority, specifically south Telford in which the school is located.</p> <p>Pupil voice demonstrates that some students do not 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.</p>	1, 7

Total budgeted cost: £ 624,484

Part B: Review of outcomes in the previous academic year 2022 - 2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 - 2023 academic year.

Data for pupil premium shows a positive upward trend.

PP Students	2022	2023
Attainment 8	31.96	39.88
Progress 8	-1.25	-1.12
Attendance	84.65%	85.71%

The impact of COVID-19 had a significant impact on our school community. The partial closure was detrimental to all our students, in particular, those that are disadvantaged, as evidenced in schools across the country. Students were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the level that we would have desired. Whilst we are still in the recovery period, we are beginning to see positive upward trends in our pupil premium students as the quantitative data above demonstrates.

Qualitative data, such as pupil and parent voice has also proven to show that attitudes to learning and feelings towards education are improving and this will continue to impact positively on attendance and attainment.

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
Aspire to HE	University of Wolverhampton
Future Focus- Careers Advisor	Telford & Wrekin Council
Sparx Maths	Sparx
ELSA	Telford & Wrekin Council
Psychometric Testing	GL Assessments
Boxall Profile	Boxall