

Pupil premium strategy statement – Thomas Alleyne’s High 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	763 (Year 9-11)
Proportion (%) of pupil premium eligible pupils	121 (15.86%)
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)	2022-2025 Currently in year 2024-2025
Date this statement was published	20.12.24
Date on which it will be reviewed	Reviewed Annually. Final review of this statement September 2025.
Statement authorised by	Mrs J Rudge (Headteacher)
Pupil premium lead	Mr J Biggs (Assistant Headteacher)
Governor / Trustee lead	Mrs F Neads (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,672.99
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1801.51
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,454.5

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve highly across the curriculum, particularly in the EBacc subjects. We have an ambitious, broad and balanced curriculum. Adaptive teaching and inclusive practice are at heart of what we do: we have built our provision around ensuring the most disadvantaged students are given every opportunity to succeed.

Our school culture and staffing structure is built with the most disadvantaged students in mind, enabling them all the pastoral care required to succeed in a culture of high expectations. These boundaries and support are crucial in enabling our students to flourish by acknowledging the need for pastoral care, whilst challenging our students to be the best learners they can be. Our paternalistic style of support ensures all students are fully equipped in the morning, having met at least 3 staff members enroute to form time varying from Senior Leaders to Middle Leaders and Pastoral Welfare Officers – all of whom will check on the pastoral care of the child, and provide resources needed throughout the day. Furthermore, staff are acutely aware of the challenges our learners face and will seek to equip them with the tools to succeed, coming from explicit teaching in lessons, strategic interventions or the providing the learning materials to students where needed.

Our Pupil Premium strategy has taken into consideration the significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened. Diagnostic assessment to ascertain the academic challenges, alongside consideration of the wider, external barriers outside of school, have been taken into account. This has then informed the selection of evidence-based approaches in order to improve the life chances of all students, with a focus on our disadvantaged cohort.

High-quality teaching is at the heart of our approach. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Pastoral Welfare officers, as well as recruitment and retention of all staff, which will be integral in consistently implementing the Thomas Alleyne's ambitious curriculum.

Our approach will be responsive to common challenges and individual needs, including the current cost-of-living crisis, and is rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. We have adopted a whole-school approach in which all staff

take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve to ensure educational success for every student. We will continue to work with all stakeholders, including parents and carers, to provide support based on the needs of our students. All our approaches will be underpinned by a firm belief that where a need is identified, we will intervene early in order for students to excel.

Challenges

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

Challenge number	Detail of challenge
1	Attendance among our disadvantaged learners is significantly lower than their non-disadvantaged counterparts. In 2023-24 there was a 15% difference with disadvantaged students attending for 74.8% in contrast to 89.8%.
2	There is a continuing trend of poor attainment among disadvantaged students. The Progress 8 score in 2023 was 0.74, and in 2024 this was -1.34. Similarly the Attainment 8 score in 2023 was 33.7, and in 2024 this was 29.84.
3	Disadvantaged students tend to exhibit a higher frequency of challenging behaviours compared to their non-disadvantaged peers. Additionally, a larger proportion of disadvantaged students receive sanctions in comparison to their counterparts.
4	Disadvantaged students are more likely to experience mental health challenges that affect their daily wellbeing, often necessitating additional pastoral support and intervention.
5	On average, disadvantaged students entering Year 9 have a reading age that is two years below their chronological age, with some students reading below the expected level for their age, including a few at or below the level of 9-year-olds, and one as low as 5 years old.

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
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<p>High levels of progress in literacy and numeracy for all pupil eligible for PP and equality of progress with all pupils.</p>	<p>NGRT test delivered to all Year 9, 5% of cohort with lowest reading age will receive intervention through 1:1 tuition. Re tested each term.</p> <p>Pupils make at least expected progress in English and Maths by the end of Year 11 as evidenced in GCSE outcomes and Progress 8 scores.</p>
<p>GCSE Plus delivered in the core subjects.</p> <p>1:1 tutors employed to work with small groups.</p> <p>Teaching and learning is developed in school so that teachers diagnose gaps in learning from lockdown.</p> <p>Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Knowledge gaps are reduced in English and Maths and Science. Resulting in improved attainment data for PP students.</p> <p>Employed 1:1 tutors focus on target students for further support in small groups delivering 10 sessions. Resulting in improved attainment data for PP students.</p> <p>Teaching and learning monitoring shows teachers are skilful in diagnostic assessments and employ a wide range of strategies to close gaps in learning. Resulting in improved attainment data for PP students.</p> <p>Learning walks feedback evidences use of adaptive teaching to support PP students.</p> <p>Work scrutiny of PP pupils books demonstrates high quality teaching and learning.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>Pupil voice demonstrates increased confidence and knowledge over the course of the academic year.</p>
<p>PP pupils to have received targeted guidance and mentoring to ensure equality of progress,</p>	<p>Careers advice given over 2 meetings a year to all PP in Year 11 from Careers advisor</p>

<p>attainment, opportunity and participation in all parts of the school.</p> <p>Pupils receiving Pastoral and Personal Growth lessons within the timetable to support their recovery and attendance in school. Daily tutor time to allow pupils regular pastoral support</p>	<p>employed by school resulting in NEET figures below National Average.</p> <p>Attendance of PP students (and families where applicable) is monitored at Extra Curricular and Parental Consultation events.</p> <p>PP student voice indicates equality of opportunity and engagement in school in comparison to their Non-PP peers.</p> <p>All PP students to access weekly 'T.H.O.M.A.S Character' lessons delivered by their Pastoral team.</p> <p>Improved Attendance of PP students.</p>
<p>TA's are trained to be SEND first aid mental health specialists. Mental Health Support Team work alongside staff and pupils, YESS counselling sessions are offered to students as required.</p>	<p>Pupils access counselling from specialist services and support is monitored.</p> <p>PP student voice indicates they feel supported and resilient.</p> <p>Programme of training for TA's evidences mental health training.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly PP pupils.</p>	<p>Sustained high attendance and the attendance gap between PP and non-PP is reduced.</p>

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: £ 76,823.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to keep up to date with development in their subject areas/disciplines and non-subject specific pedagogical developments. Embedding Excellence within the Classroom across all subjects and lessons providing students with an excellent educational experience.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF which states significant improvement in learning e.g.: Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months</p>	2
<p>All class teachers to use own expert subject specific knowledge to identify barriers and strategies to overcome these and create class/pupil specific pupil interventions.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Ensure that all staff access high quality CPD which is both line with the TAHS Teaching and Learning Model. Supported by all staff having access to the national college.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Excellent teaching for all pupils supported by:</p> <ul style="list-style-type: none"> ▪ The entry and exit routines. 	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD.</p>	2

<ul style="list-style-type: none"> ▪ The practice and staff embedding the TAHS Teaching and Learning Model ▪ Best practice shared from the Behaviour Hubs to be fully implemented. ▪ Learning visits and feedback from Senior and Middle Leaders to provide actionable feedback linked to the TAHS Teaching and Learning Model, and Adaptive Teaching for all learners. ▪ Promotions of tier 2 and 3 language and vocabulary through departmental approaches to disciplinary literacy. 	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	
<p>TA's to attend training sessions from external providers to improve their professional development in line with the whole school priorities.</p>	<p>EEF Making Best Use of Teaching Assistants Guidance Report identifies the need for TA's to have training to support classroom practice.</p> <p>Making Best Use of Teaching Assistants Guidance Report EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: £ 10,420.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GCSE Plus intervention for Year 11. This is a morning intervention of English, Maths and Science to diagnose and</p>	<p>EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>

intervene for all students, including PP.		
Afterschool Period 6 intervention sessions available for all GCSE Subjects across the curriculum for all Year 11.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5
1:1 tutors for English and Maths to provide specific sessions at students with either poor reading ages, or those that are significantly underachieving.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5
All students have a weekly 'T.H.O.M.A.S Character' pastoral session with their form tutor addressing PSHE/CSE issues.	EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Innovate 2 Educate Curriculum GCSE Option block has been created for students struggling to access the full suite of GCSE options and struggling with core subjects. In this option the students complete ASDAN short courses and Functional Skills English and Maths.	The course focuses heavily on collaborative learning approaches to build confidence and self-efficacy, which can add 5 months learning based on research from EEF. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Targeted support from Careers Advisor.	Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET	1, 2, 3
All Year 9 students to be assessed for their reading ages, and appropriate intervention implemented through	EEF research indicates that these strategies add 6 months learning through reading comprehension interventions. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5

<p>use of Sixth Form Reading Mentors, Literacy Intervention programme and wave 1 intervention in lesson.</p>	<p>PP students benefit from working alongside positive role models and develop effective relationships with other students.</p> <p>EEF research indicates that these strategies add 5 months learning through peer tutoring interventions. Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Utilisation of GCSE Pod and UniFrog for all students to enhanced their learning.</p>	<p>EEF research indicates that these strategies add 5 months learning through homework interventions alongside gains in conjunctions with parental engagement and digital learning strategies. Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Talk the Talk workshops delivered to Year 9 to support with their communication and confidence particularly focussing on whole class debating, active listening skills and oracy.</p>	<p>The course focuses heavily on collaborative learning approaches to build confidence and self-efficacy, which can add 5 months learning based on research from EEF. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 60,230.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school has a Wellbeing Room, which is managed by a Pastoral Welfare Officer, and has a staff member available throughout the day. This provides a space where emotion regulation can be offered more intensive support.</p> <p>The school has a Return to Learning facility where students demonstrating poor behaviour can be removed from lessons to for a defined period of time. This facility has flexibility to help prevent the escalation of negative behaviour.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Expansion of the 'On Call' staff for each lesson of the day from one Pastoral Welfare Officer, and one Senior/Middle Leader to two. This supports teaching staff with any students needing to be removed from lesson due to behavioural issues, or supporting any wellbeing concerns throughout the lesson. This supports with preventing pupils from opting out of lessons and dictating their learning space.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

<p>The introduction of a renewed Behaviour for Learning Policy with new rewards, and sanctions systems. This has been mapped out and implemented in consultation with Middle School partners.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Implementation of a new MIS system – Arbor – which has replaced previous MIS and VLE platforms. This provides more streamlined platform, and centralised communication system. This has been mapped out and implemented in consultation with Middle School partners.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Pastoral Support plan templates form readmit meetings when pupils are returning from suspensions. This allows their support to be reviewed with more appropriate offers in place to best support and reduce the chance of repeat suspensions.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Positive Behaviour Interventions introduced in line with SENDHub practice nationally, and as examples of early APDR thus aligning</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional</p>	<p>1, 2, 3, 4</p>

<p>pastoral and SEND best practice.</p>	<p>learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pastoral interventions used for challenging behaviours, and to support students at risk of suspension.</p>	<p>EEF research indicates that these strategies add 4 months learning through social and emotional interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>Students needing counselling by external professionals for mental health and wellbeing have been able to access this either through short in school sessions delivered by V.I.P Emotions Coaching or YESSS.</p>	<p>EEF research indicates that these strategies add 4 months learning through social and emotional interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>A progressive masculinity extracurricular activity can significantly enhance the lives of</p>	<p>By engaging in a progressive masculinity programme, teenagers are encouraged to explore alternative forms of masculinity that emphasize emotional intelligence, vulnerability, respect, and equality. This</p>	<p>1, 3, 4</p>

<p>disadvantaged teenagers in the UK by challenging traditional stereotypes of masculinity and providing a healthy, supportive space for personal growth. Many disadvantaged young men face societal pressures to conform to narrow, often harmful notions of masculinity, which can lead to issues like aggression, mental health struggles, and poor emotional regulation.</p>	<p>helps them develop healthier relationships with themselves and others, fostering self-confidence and emotional resilience. Additionally, such activities often focus on building life skills, leadership, and critical thinking, which are valuable for navigating life's challenges, improving academic performance, and increasing future employability.</p> <p>In a safe, structured environment, young men can reflect on their identities and values, break free from limiting stereotypes, and gain the tools to manage personal challenges constructively. For disadvantaged teenagers, this type of extracurricular activity offers opportunities for empowerment, social mobility, and the development of positive role models, which can have long-lasting positive effects on their lives.</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>The "Prison Me No Way" programme can enhance the lives of young people by offering them a powerful and eye-opening experience that challenges their perceptions of crime, consequences, and life choices. This initiative, which involves</p>	<ul style="list-style-type: none"> • Raising Awareness of Consequences: Young people are often unaware of the full scope of the consequences of their actions, particularly those involving crime. "Prison Me No Way" exposes them to the grim realities of incarceration, helping them understand the lasting personal, social, and professional costs that a 	<p>1, 3, 4</p>

<p>interactive workshops and talks delivered by ex-offenders, aims to deter youth from engaging in criminal activity by showing them the harsh realities of prison life and the long-term impact of criminal behaviour.</p>	<p>criminal record or prison sentence can bring. This awareness can deter impulsive or risky behaviors.</p> <ul style="list-style-type: none"> • Positive Role Models: Hearing from ex-offenders who have turned their lives around provides young people with relatable, authentic role models. These speakers share their personal stories, including the mistakes they made and the consequences they faced, which can have a more profound impact than traditional education or warnings. This can inspire young people to make better life choices and avoid similar pitfalls. • Promoting Personal Reflection and Accountability: The programme encourages self-reflection and helps young people understand how their decisions can affect their futures. By seeing how others have gone down the wrong path, they may be motivated to make better choices, take responsibility for their actions, and consider the wider impact of their behavior on their families and communities. • Improving Emotional Intelligence and Life Skills: The programme often focuses on building resilience, decision-making, and conflict resolution. These essential life skills can help young people navigate challenging situations, manage emotions, and avoid getting caught up in crime. It can also foster better communication and problem-solving abilities, 	
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	<p>which are valuable in both personal and professional contexts.</p> <ul style="list-style-type: none"> • Inspiring Change: "Prison Me No Way" is not just about deterring negative behaviour but also about inspiring hope for a different future. For young people who may feel trapped by their circumstances, the programme can open their eyes to alternatives and show that it is possible to turn one's life around, regardless of past mistakes or current struggles. <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>Support of PP student to improve proportionate take up of opportunity to engage in wider curriculum opportunities. Participation rates in and out of class activities to be at least proportionally equivalent to those of other pupils (including leadership responsibilities and opportunities). Funding for resources to support this to include:</p> <ul style="list-style-type: none"> ▪ Uniform ▪ Music tuition 	<p>A high quality, aspirational and well resourced learning environment is key for the success of PP students. Cultural capital is further developed through educational visits and experiences outside the classroom environment. This is paramount for students from poor socio-economic backgrounds.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3 months learning through sports and art interventions.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> ▪ Sport kit ▪ Essential equipment (including revision guides in KS4) ▪ Resources for practical lessons such as ingredients ▪ Support for curriculum-based trips/activities such as Geography field trips 	<p>Opportunities for all Year 9 students to experience Year 9 camp. DofE award gives students outdoor adventure learning opportunities. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	
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Total budgeted cost: £147,454.5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Thomas Alleynes High School Pupil Premium Impact Report - 2024				
Total number of PP students (September 2023-July 2024): 121	Total Number of Students on roll at TAHS: 763	Percentage of Pupils eligible for Pupil Premium 15.8%	Number of service pupils: 8 (1.05%)	Number of LAC: 10 (1.05%)
Total PP budget: £145,672.99	SLT Link: Jack Biggs Governor Link: Fiona Neads	Date of last PP internal review: January 2024	Date of next PP internal review: December 2024	
2023-24 Achievement				
		Pupil Premium students at TAHS	Pupil Premium ((national average)	Non-Pupil Premium students TAHS
2023	Progress 8 score (2023)	-0.73	-0.42	0.06
	Average Attainment 8 score (2023)	33.7	46.89	38.35
	English 9-5 (2023)	6.9	14.2	11.3
	Maths 9-5 (2023)	13.8	10.8	23.6
	English 9-4 (2023)	41.4	62.1	73.3
	Maths 9-4 (2023)	37.9	55.5	70.3
	Attendance (2023)	74.8%	85.4	89.8%
2024	Progress 8 score (2024)	-1.28	-0.43	
	Attainment 8 score (2024)	29.88	37.51	
	English 9-5(2024)	30.4	67.3	50.5
	Maths 9-5 (2024)	26.1	34.7	47.5
	English 9-4 (2024)	39.1	61.4	31
	Maths 9-4 (2024)	43.5	54.2	37.9
Attendance (to date academic year 2024-25)		81.8%	88.2%	93.2%
Impact of 2023-24 Pupil Premium strategy				

Strategies which have supported the outcomes of Pupil Premium students at TAHS:

- Use of Personal Development Coaches (GRITT) support Pupil Premium students academically and pastorally, provide student centered mentoring, monitor attendance and be proactive in encouraging students to take part in extra-curricular opportunities.

- Smaller group teaching in English and Maths with targeted department intervention as required with financial support for subject trips and resources for Pupil Premium students.
- Funding for well-being and behaviour agencies to work with Pupil Premium students.

Barriers to future achievement

- National trends indicate that Pupil Premium students have poorer attendance than their peers. This is reflected at TAHS too, with Pupil Premium students attending less than non Pupil Premium peers.
- Student / parental engagement with school events and meetings is lower for PP families - therefore parents may not be as involved with their child's education and students may miss opportunities to develop their cultural capital.
- Pupil Premium families may struggle financially to support the student's learning and required resources are not utilised. This is exacerbated with the ongoing cost of living crisis.

TAHS Pupil Premium Objectives

- **To provide quality first teaching to all students which will also benefit Pupil Premium students.**
- **To use evidence targeted academic support to raise attainment and progress for Pupil Premium students.**
- **To employ a range of wider school strategies to address non-academic barriers for Pupil Premium students.**

- **Objective 1: T To provide quality first teaching to all students which will also benefit Pupil Premium students.**

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Provision	Impact	Evidence	BRAG		
			T1	T2	T3
<p>1.1 Ongoing staff CPD provided including academic resources for dissemination and training.</p> <p>Teaching and learning is developed in school so that teachers diagnose gaps in</p>	<p>Teaching staff and support staff deliver teaching in line with teaching and learning model. Teaching among some staff is not consistently in line with the teaching and learning model. Support staff also not consistently delivering support in line with model.</p>	<p>Learning Walk record Lesson observations Evidence of Wave 1 interventions</p>			

<p>learning from lockdown.</p> <p>Desired Impact: Teaching and learning monitoring shows teachers are skilful in diagnostic assessments and employ a wide range of strategies to close gaps in learning – wave 1 interventions are effective and PP students make good progress.</p> <p>Learning walks in a half term focus on disadvantage pupils learning.</p>					
<p>1.2 Dedicated Embedding Curriculum Time for departments to facilitate and evaluate curriculum planning.</p>	<p>Coherent and consistent curriculum model in place across TAHS with subject variation in planning allowing all students, including PP, to experience a progressive curriculum in all of their subjects with all teachers equally resourced.</p>	<p>TAHS Curriculum Model Subject Curriculum Intent Documents TAHS website curriculum pages Department Schemes of Learning</p>			

<p>1.3 Whole school focus on identifying gaps in reading and addressing them.</p> <p>High levels of progress in literacy and numeracy for all pupils eligible for PP and equality of progress with all pupils. 5% of Y9 with lowest reading age to receive 1:1 tuition. All students to be retested termly.</p>	<p>All Year 9 students are assessed for their reading age using GL reading assessments. Form groups in all year groups are provided with explicit guided reading materials and are delivered weekly in form time. This is done with the aim of improving student outcomes/progress and GCSE grades.</p>	<p>Modelled reading whole school CPD – Sep 23</p> <p>All Year 9 students assessed for reading ages using GL assessment in Autumn term.</p> <p>Modelled reading resources shared termly.</p> <p>Bedrock used for Year 9 English homework with focus on literacy.</p> <p>Bookbuzz used to purchase reading resources for Year 9 students.</p>			
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Provision Impact Evidence

RED – Strategy has not happened/or no impact, AMBER – Strategy is on course for completion, GREEN – Strategy completed, BLUE – Strategy fully embedded & objective achieved.

• Objective 2: To use evidence targeted academic support to raise attainment and progress for Pupil Premium students.

			BRAG		
Provision	Impact	Evidence			
			T1	T2	T3

<p>2.1 Subject specific interventions and resources as needed to benefit PP students e.g., 1:1 tutor support, period 6, GCSE Plus, Formtime interventions, Departments can bid for resources as required.</p> <p>Desired impact: Pupils make at least expected progress in English and Maths by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores</p> <p>Numeracy Ninja for all Y9 lessons and lowest sets in Y10 weekly.</p>	<p>1:1 tutors used to provide interventions – range of students accessed this from Year 9-11. No evidence that this led to an uplift in PP performance.</p> <p>GCSE Plus implemented during Spring/Summer term. No evidence that this led to an uplift in PP performance.</p> <p>Period 6 interventions available to students in a range of subjects. No evidence that this led to an uplift in PP performance.</p> <p>Formtime available to HoDs of core subjects.</p>	<p>Student outcomes</p> <p>SLT Meeting Minutes</p> <p>Claire Cameron delivered small group and 1:1 English intervention for students including underachieving Y9, and Y9 SEND students.</p> <p>Numeracy Ninja curriculum documentation</p>			
<p>2.2 Allocation of PP funding to support the purchase of educational resources for PP students and to enable participation in school and extracurricular opportunities e.g. subject</p>		<p>PP Monitoring spreadsheet</p> <p>Trip forms</p> <p>Trip registers</p> <p>Calendar of events</p>			

trips, university visits, visits from external agencies, use of external pastoral support. .					
2.3 Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects. Desired Impact: Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.		Behaviour data Pupil Voice Attainment data			

Provision Impact Evidence

RED – Strategy has not happened/or no impact, **AMBER** – Strategy is on course for completion, **GREEN** – Strategy completed, **BLUE** – Strategy fully embedded & objective achieved.

Objective- To employ a range of wider school strategies to address non-academic barriers for Pupil Premium students

			BRAG		
Provision	Impact	Evidence			
			T1	T2	T3
3.1 Pastoral Welfare Officers (PWO) for each year group offer student	PWO's supported with behaviour and readiness to learn daily.	Attendance figures Data capture points – student outcomes Behavioural data RTL log Wellbeing Log			

<p>centred mentoring and 1:1 support as needed. Key focus areas of attendance, behaviour and readiness to learn.</p>	<p>They all led on aspects of pastoral support which support engagement; Return to Learning (RTL), Punctuality, Uniform and the Wellbeing Room. Additionally they met with families and completed external referrals. Area to improve would be on PWO support with attendance.</p>	<p>Late gate Detention tracker Meeting notes</p>			
<p>3.3 PP pupils to have received targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school. Careers advice given over 2 meetings a year to all PP</p>	<p>All PP students received careers meetings and those identified as potential NEET in addition to PP prioritised. .</p>	<p>NEET Data Careers Meetings Mentor meeting notes</p>			

<p>in Y11 from Careers advisor employed by school resulting in NEET figures below National Average.</p>					
<p>3.4 Pupils receiving skills lessons within the timetable to support their recovery and attendance in school.</p>		<p>Lesson walk notes Lesson observations Skills lessons curriculum documentation</p>			
<p>3.5 Daily tutor time to allow pupils regular pastoral support.</p>	<p>All students had a scheduled tutor time with form tutor.</p> <p>Form time programme enabled time for tutors to check in with their tutees.</p> <p>Did tutors make regular contact home for poor attendees</p>	<p>Behavioural data Pupil Voice Parent Voice Attendance data</p>			
<p>3.6 Attendance Officer makes contact with PA parents regularly?</p>		<p>Communication log</p>			

<p>3.6 Pastoral support for students using Mentoring for students with pastoral concern. Grit programme – 20+ pupils receive a mentor and are supported in their studies</p>	<p>GRIT training took place in summer 2023.</p>	<p>Attainment data Behavioural data Attendance data Meeting records</p>			
<p>3.7 Pastoral support programmes including Reflective School, Support, Academy 21 and Beyond Youth Project.</p>	<p>Support used for high tariff students or for those on APP, unable to attend school. Impact of these unclear.</p>	<p>Attendance data Learning logs</p>			
<p style="text-align: center;">Provision Impact Evidence</p> <p>RED – Strategy has not happened/or no impact, AMBER – Strategy is on course for completion, GREEN – Strategy completed, BLUE – Strategy fully embedded & objective achieved.</p>					

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
NGRT Reading Assessments	GL Assessment
Talk the Talk about Communication Plus	Talk the Talk
YESSS Counselling	YESS
VIP Emotions Coaching	VIP
Prison Me No Way	Prison Me No Way Charity
Progressive Masculinity Workshops and Assemblies	Progressive Masculinity LTD

Careers Advisor	ENTRUST
Beyond Youth Project Alternative Provision	Beyond Youth Project
GCSEPOD	GCSEPOD
UniFrog	UniFrog

Service pupil premium funding (optional)

<i>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</i>
Incorporated as above
The impact of that spending on service pupil premium eligible pupils
Incorporated as above

Further information (optional)

The Pupil Premium Strategy will be updated on a new 3 year cycle from 2025 following the completion of this previous strategy.