

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Tupton Hall
Number of pupils in school	1583
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 22 nd 2022
Date on which it will be reviewed	September 20 th 2023
Statement authorised by	Andy Knowles
Pupil premium lead	Nick Melton
Governor / Trustee lead	Liz Lovell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420000
Recovery premium funding allocation this academic year	£57710
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	£477,710

Part A: Pupil premium strategy plan

Statement of intent

The progress of and opportunity for disadvantaged students remain key areas of school and wider Trust focus. The Covid lockdown periods have widened the gap in both of these areas, particularly in terms of reading. The access to books during lockdown, the use of remote learning, and the access to enrichment activities with disadvantaged students have all made school even more difficult for these young people.

We have used the EEF toolkit, strategies from 'Addressing Educational Disadvantage' by Marc Rowland, and our own research including information gleaned from parent and student surveys to support decisions made around the usefulness and implementation of different strategies.

The specific barriers we are attempting to address through this strategy:

- Reading – improving reading ages, access to books, develop a love of reading
- Oracy & extended writing – a whole school strategy
- Attendance and engagement
- Enrichment – developing cultural capital, providing a more tailored enrichment programme.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes. The school improvement plan has been written to target all students and through the strategies in this plan, disadvantaged students will be targeted both as part of the whole school strategies and through bespoke strategies.

Overriding principles:

- Whole school improvement plan – progress and progression for all students.
- Removing barriers to learning, attendance and achievement through better understanding of the specific issues.
- Quality first teaching including specific CPD.
- All enrichment activity tracked.
- High expectations for all.

Challenges

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

NB – when discussing the narrowing of national gaps, we are aware that the national measure compares disadvantaged students with national non-disadvantaged students which we monitor but we are also interested in the gap with all students.

Challenge number	Detail of challenge
1	Consistently high quality first teaching in all classrooms
2	The percentage of disadvantaged students attaining grades 4 and 5 in English and Mathematics is too low and nationally below all students. The progress of disadvantaged students is well below that of all students. (P8 of -0.84 (up from -0.91) compared to -0.35) This gap has widened since the pandemic.
3	Only 14% disadvantaged students were entered for the ebac in 2021/22
4	Literacy and numeracy – lack of access to reading, low reading ages for many disadvantaged students. An increasing number of disadvantaged students are lacking basic numeracy skills.
5	Attendance – the attendance of disadvantaged students is lower than that of all students. Engagement in school is linked to this.
6	Enrichment – disadvantaged students are less likely to engage in extra-curricular provision.
7	The performance of SEND students – all our SEND students are disadvantaged students also. SEND students are behind other students in terms of their attainment, progress and attendance.
8	Intervention and support – disadvantaged students need closer and swifter contact between themselves, pastoral staff and home. Behaviour of these students poses greater challenges.

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
Quality first teaching in all classrooms, with a variety of CPD for teachers to further develop specific areas.	Student surveys and school/faculty QA processes confirm students experience lessons that enable at least good progress to be made.
Disadvantaged students' progress improves in all year groups. Attainment in English and Maths also improves, with the gap narrowing.	Progress data for Years 9 to 11 shows a narrower/narrowing gap. In Years 7 and 8, the number of disadvantaged students at expected progress or above improves, narrowing this gap from other students.
Attendance gap of disadvantaged students to reduce.	Attendance of disadvantaged students to be closer to national average (94.4%).
Ensure the proportion of disadvantaged students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for all students.	The national EBacc entry was 42.8% for non-disadvantaged in 2019. Success would mean improving the % entry
Increase the uptake of enrichment activities by disadvantaged students. Ensure participation in these events / opportunities is fully tracked and evaluated.	The tracking data shows a year on year increase in the number of disadvantaged students continually attending enrichment activities.
Identified gaps in learning are identified in all students and plans for intervention/support are in place.	Specific strategies/resources/staff are aligned to ensure learning gaps are reduced particularly in literacy (reading) and numeracy.

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: £ 100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of seconded Senior Leaders to support the progress of key groups of students	EEF and Marc Rowland both describe the impact of leadership and vision in pursuit of successful disadvantaged strategies.	1,2
CPD on Modelling, metacognition / Rosenshine's Principles of Instruction to all teachers	Disadvantaged students' feedback that teacher affirmation is their main measure of success. Marc Rowland suggests metacognitive strategies. EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact	1,2,4
Refine role of literacy coordinator and introduce targeted phonics provision including a specialist member of staff.	Following student voice and comparative weak data in comparison to other schools, strategic consideration is being given to the role and potential for enhanced provision. EEF Toolkit – Reading comprehension +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	3,4,7
Develop extended writing and oracy across the curriculum, especially in Years 7, 8 and 9. Continue to promote and evaluate accelerated reader and DEAR time.	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1,2,3,4,7
Secure and improve provision for SEND students	All our send students are disadvantaged. A targeted whole school approach to improving the provision and outcomes for SEND students is in place. EEF research: Pupils with SEND have the greatest need for excellent teaching. SEND gap nationally double the disadvantaged gap.	1,2,7

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

Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ARTi and STAR tests, alongside Accelerated Reader to identify and raise reading comprehension.	EEF found that Accelerated Reader made 5 months' additional progress.	2.3.4.7
Reading interventions for students below Reading Age target, significantly below and just below chronological reading age.	EEF Toolkit – Reading comprehension - +6 months impact	4.7
Targeted In-School Tutoring – English and Maths.	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact	4,7
Appoint academic mentor(s) and develop the programme to aid students catch-up with reading and numeracy.	EEF Toolkit – Mentoring - +2 months impact	4,7,8
Holiday revision programmes to support examination groups.	EEF: 3+ months in terms of student progress.	6
Supporting students with the Options and Careers programme.	Student and parent feedback indicate disadvantaged students are the least prepared to make informed choices, with limited access to independent IAG. Enhanced programme this year starting with a Careers “Impact day” in December 2021.	3,6
Homework and further student/parental communication	Survey feedback shows disadvantaged students do homework less, and are less likely to have parents who are effective communicators. EEF: effective homework - 5+ months impact on student progress.	1,8

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

Budgeted cost: £300000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evaluate and re-develop the KS3 assessment model to ensure accurate assessment leads to student progress to improve the KS4 starting positions.	EEF research suggests effective feedback can lead to 8 additional months' progress over the course of a year. Without an effective assessment model, feedback will be limited.	1,8
Relaunch an ambitious extra-curricular programme of activities with increased student engagement, particularly in disadvantaged groups. (ENRICH)	Cultural capital is shown via school surveys to be least evident amongst disadvantaged families. EEF evidence suggests that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, with the most effective strategies being specifically linked to learning	6,8
IT provision to support disadvantaged students to catch-up during and post lockdown.	Surveys confirmed disadvantaged students had limited IT access. Continued roll outs of laptops to support learners in and out of school.	2,4,5,7,8
Creative work from the Attendance Officer and use of EdClass for students struggling to engage.	Officer to better be able to monitor the attendance of disadvantaged students and put in place strategies to reduce absence / persistent absence for this group.	5,7,8
Counselling and Key workers (Senior and middle leader 1:1)	EEF: effective social and emotional learning can lead to learning gains of +4 months over the course of a year.	7,8
Disadvantage fund to provide resources, uniform, equipment and finance to create cultural capital opportunities.	EEF evidence suggests that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, with the most effective strategies being specifically linked to learning.	2,3,4,6,8
Restructuring of the House Team to	EEF: Behaviour interventions – support greater engagement - +4	3,4,5,6,7,8

<p>support the social and emotional well-being of our students, as well as monitor and target attendance.</p>	<p>months impact and character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, with the most effective strategies being specifically linked to learning.</p> <p>Specific relationship building with students and parents to react quickly to developing situations in school – a missing structure according to feedback from pastoral staff and parents.</p>	
<p>Rewards and Incentives</p>	<p>School work with Tom Bennet highlights the effectiveness of rewards and EEF research demonstrates some improvement in achievement and student effort.</p>	<p>1,5,6,8</p>

Total budgeted cost: £ 455000

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
Quality first teaching in all classrooms, with a variety of CPD for teachers to further develop specific areas.	Student surveys and school/faculty QA processes confirm students experience lessons that enable at least good progress to be made.	Positive outcomes from several student surveys matching parent and staff positivity from surveys. GCSE and A level outcomes last year were the best ever. Disadvantaged students achieved in line with the previous year. The disadvantaged gap decreases lower down school.
Disadvantaged students' progress improves in all year groups. Attainment in English and Maths also improves, with the gap narrowing.	Progress data for Years 9 to 11 shows a narrower/narrowing gap. In Years 7 and 8, the number of disadvantaged students at expected progress or above improves, narrowing this gap from other students.	The disadvantaged gap decreases lower down school.
Attendance gap of disadvantaged students to reduce.	Attendance of disadvantaged students to be closer to national average (91.9%).	Still an area of focus. The gap between all students and disadvantaged has reduced from 5.8% to 4.1% Disadvantaged – 84.7%.
Ensure the proportion of disadvantaged students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for all students.	The national EBacc entry was 42.8% for non-disadvantaged in 2019. Success would mean improving the % entry	This has risen to 23% from 14% in 2020.
Increase the uptake of enrichment activities by disadvantaged students. Ensure participation in these	The tracking data shows a year on year increase in the number of disadvantaged students	New ENRICH programme launched following disadvantaged survey. Proportion of disadvantaged students

events / opportunities is fully tracked and evaluated.	continually attending enrichment activities.	attending ENRICH sessions in line with whole school.
Identified gaps in learning are identified in all students and plans for intervention/support are in place.	Specific strategies/resources/staff are aligned to ensure learning gaps are reduced particularly in literacy (reading) and numeracy.	Progress is being made. However, it is a changing picture and we are continuing to plan interventions for emerging, post Covid issues.

T&L & CPD

The Accelerated Reader Programme and work done to support students whose reading age is below age related expectation has seen positive impact for many students. Data demonstrates clear progress of students based on pre and posting testing (ARTi) having followed the Accelerated Reader Programme supported by whole school interventions such as DEAR (Drop Everything & Read) time in lessons. This work has also been supported by additional reading material within the school library. Memory recall strategies and DEAR time are well established with increased engagement witnessed in Learning walks and via faculty QA. Small group work for all literacy and numeracy has been effective to address the most significant weaknesses with a large number of students successfully completing programmes. Remote learning during and post lockdown was hugely successful in terms of engagement and reliability of technology with hugely positive feedback via surveys.

Targeted Support

Targeted work with small groups – literacy, numeracy and period 6 subject support were all thought to have been successful with students demonstrating improved work in comparison to their targets in examination years. The interventions in Years 7 and 8 have led to smaller intervention groups being created in Year 9 next year.

Whole School Strategies

Challenge number	Detail of challenge	Impact
1	Consistently high quality first teaching in all classrooms	Successful school and Trust Review processes throughout 2021/22
2	The percentage of disadvantaged students attaining grades 4 and 5 in English and Mathematics is too low and nationally below all students. The	Disadvantaged students have remained at -0.84. Significant improvement in attainment.

	progress of disadvantaged students is well below that of all students. (P8 of -0.84 (up from -0.91) compared to -0.35) This gap has widened since the pandemic.	
3	Only 14% disadvantaged students were entered for the ebac in 2021/22	This has risen to 23%
4	Literacy and numeracy – lack of access to reading, low reading ages for many disadvantaged students. An increasing number of disadvantaged students are lacking basic numeracy skills.	Increase in staffing and systems to support reading – a phonics programme and specialist staff member added to the already extensive programme.
5	Attendance – the attendance of disadvantaged students is lower than that of all students. Engagement in school is linked to this.	Still an area of focus. The gap between all students and disadvantaged has reduced from 5.8% to 4.1%
6	Enrichment – disadvantaged students are less likely to engage in extra-curricular provision.	New ENRICH programme launched following disadvantaged survey. Proportion of disadvantaged students attending ENRICH sessions in line with whole school.
7	The performance of SEND students – all our SEND students are disadvantaged students also. SEND students are behind other students in terms of their attainment, progress and attendance.	SEND students in all year groups are performing better – revamped SEND programme working effectively in classrooms.
8	Intervention and support – disadvantaged students need closer and swifter contact between themselves, pastoral staff and home. Behaviour of these students poses greater challenges.	As well as all existing systems, 5 NEW pastoral support officers have a specific role to support students.

A new Inclusion structure has been established to meet the ever changing needs of the Tupton Hall intake. Most recently 5 house support officers have been appointed focussing on specific students, attendance and emotional support. Disadvantaged students, with needs that if not met will negatively impact on their learning or progress, receive supported and targeted intervention to help to remove barriers to learning such as behaviour, attendance, aspiration. In particular the roles of Specialist TA - Alternative Provision, Specialist Behaviour TAs, SEMH TA, Student and Family Support Worker and the school's Attendance Officer have a huge role to play here. This team works closely with students, parents and teachers in order to ensure that students maximise their

achievement whilst receiving the support they need. This team also maintains close links with external agencies to support students including: CAMHS, School Nurse, Early Help Transition Team, Social Care and other voluntary organisations supporting families and young people. We continue to provide 2.5 days of specialist counselling support for students and a specialist careers adviser to support all students but particularly those who are disadvantaged or at risk of becoming NEET. This costing also supports the use of our behavioural system allowing us to utilise the Derbyshire Reintegration Centre (DRIC), which has cost implications for transport, staffing and booking.

EdClass has been used with students struggling to engage– it provides work and support for students who are unable to attend lessons, for example a variety of reasons such as behaviour and mental health issues. This provides us with a useful tool to ensure students have access to meaningful, appropriate work with support provided. The system requires students to log on to ensure ‘attendance’ and has safeguarding measures built in. This has, in some cases, reduced the need for permanent exclusions.

Over 500 laptops were provided for students over lockdown to greatly improve student engagement and access to work. **Laptops are still being provided for students without access.**

Externally provided programmes

Programme	Provider
SISRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions.
Class Charts	All students and their parents have access to Class Charts for homework, behaviour etc
Ed Class	Software packages used when students are unable to attend for prolonged periods of time or for students struggling to engage.
MyConcern	An online system to accurately record welfare and safeguarding concerns and actions.
Counselling	Bespoke in-school service
National Tutoring Programme – y10/11	Action Tutoring