

# Pupil Premium Strategy Statement

## The Taunton Academy 2021/ 2022

### School Overview

Number of Students	819
Proportion (%) of pupil premium eligible students	35.41%
Date this statement was published	3 <sup>rd</sup> November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	John Eddy Headteacher
Pupil Premium Lead	Matt Bernard Assistant Headteacher
Governor Lead	Shelagh Pritchard Vice Chair of LGB

### Funding Overview

Pupil premium funding for this academic year	£252,069
Recovery premium funding allocation this academic year	£38,135
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£290,204

### Part A: Pupil premium strategy plan

#### Statement of intent

The intent of The Taunton Academy is that all students are supported to make progress from their respective starting points and reach their academic targets. Ultimately we would want to see both PP and non PP students increasing attainment and the historical gap between the groups narrows. Their pastoral education will allow them to understand the world around them and make informed choices. They will be ready to progress from KS4 to KS4 and then to progress beyond school at the end of Year 11 and follow a path that will best suit them. The impact of the pandemic has meant the stability of school has been missing from some students lives and that wellbeing has suffered. Regaining this balance will benefit all students and allow them to progress in all aspects of their lives.

The key principles of the strategy are that students receive quality first teaching with specialists delivering curriculum content across all areas. We want to increase attendance for students and reduce PA numbers. Keeping class sizes as small as possible is key to enable students to progress. In class support has proved effective for some students and with a growing roll we need to increase our ability to support students in this way. Tackling the emotional difficulties experienced by students during the pandemic is a significant barrier to overcome to allow them to engage with their learning.

## Challenges

Challenge number	Detail of challenge
1	Attendance of PP students was 89.09% last year – impacted by the pandemic. PA within the PP cohort was higher than national averages from 2019 . Educating families and having staff to follow up absence regularly and monitor progress will allow students to make progress.
2	Low literacy levels among some students caused by interrupted education in previous years.
3	Low student aspirations mean education is not valued as much as it should be and so opportunities post 16 are limited.
4	Safeguarding concerns in home and community for some students. This has become more extreme as a consequence of lockdown and the prolonged interruption to schooling.
5	Missed learning across several years has an impact on wellbeing and self esteem for students.

## Intended Outcomes

Intended outcomes	Success Criteria
Pupil premium students make comparable progress with non pupil premium students	Year 11 outcomes for PP students have a P8 score of 0 or above The attainment gap between PP and Non PP students for Basics is narrower than the external results of 2019 (4+ gap 11% points and 5+ 16% points) Basics 4+ and 5+ attainment for PP students increases on 2019 levels (4+ 39%, 5+ 14%)
Attendance improves across all year groups	Overall attendance is in line with national levels allowing for covid. PP attendance increases from 2019 level in line with national covid absence PA absence reduces from 21% to 17% in 2022 and then to national levels by 2023
Students who join the school with low literacy levels are supported so they make progress in all academic areas	Targeted group of students show progress from their starting point via internal tracking data and assessment records
PP students in the high prior attaining group make as good progress as non PP students in this group	Progress 8 measures for HPA PP students are better than non PP students. All HPA students progress to post 16 courses

## Activity in the Academic Year

### Teaching

Budgeted Costs £130,000

Activity	Evidence to support approach	Challenge number addressed
Use of Direct Instruction (which focusses on mastery) to support students who join the school below secondary ready standards in English and Maths	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5
Use of CATS tests and reading tests to identify students who may require additional intervention.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 5
Source a 1:1 careers adviser and provide individual interviews for all students to help with progression routes post 16.	<p>Providing the Gatsby benchmarks is correlated with higher GCSE scores, work readiness and better destination percentages.</p> <p><a href="#">Evaluation of the North East Gatsby Benchmarks pilot released   Education   Gatsby</a></p>	3
Appoint additional staff to allow for smaller class groups.	<p>The research shows that class size in itself has a modest impact on outcomes, but that if smaller class sizes allow for more effective assessment, behaviour management and SEND support then this strategy can support improved learning.</p> <p><a href="#">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5
Focus on homework and revision to build on the skills and strategies developed in lockdown. Provide resources such as Hegarty Maths and GCSE Pod to help teachers set, monitor and assess work done at home.	<p>Homework, when linked directly to specific classroom learning, can have a strong positive impact on outcomes.</p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools</p>	2,5
Review curriculum to ensure skills are covered and embed TRIO and Assessment strategy to allow for swift identification where intervention is required.	<p>Improving the quality, frequency and efficiency of feedback is likely to have the biggest impact on outcomes of all.</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5

## Targeted Academic Support

Budgeted Costs £ 75,000

<p>Appoint Academic Mentors from the National Tutoring Programme to support in English and Maths across all year groups</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 5</p>
<p>Appoint Academic tutors to support small groups of Year 11 in option subjects</p>	<p>Colleagues working with small intervention groups can boost confidence and attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 5</p>
<p>Additional ELSA trained staff appointed to support students who are struggling with mental health and domestic situations.</p> <p>Creation of Nurture group to support those students who have struggled with transition to secondary school as well as those who have struggled during lockdown</p> <p>Create Ready to Learn provision to support students with behaviour and ELSA issues.</p> <p>External pastoral speakers to respond to local concerns about unsafe behaviours</p>	<p>Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>

## Wider Strategies

Budgeted Cost £ 85,000

<p>Appointment of welfare officer tasked to work with PFSA to</p>	<p>Creating the capacity for the tracking of and intervention in</p>	<p>1, 4</p>
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<p>challenge and support families with poor attendance.</p> <p>Purchase of additional attendance module in Class Charts to allow for improved tracking.</p>	<p>the case of poor attendance has been found to be beneficial for disadvantaged pupils.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice.pdf">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p>	
<p>Provide uniform where families are struggling to meet costs to help students attend school.</p>	<p>Sometimes removing income related barriers to learning is an important first step to improving outcomes.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/research-to-understand-successful-approaches-to-supporting-the-most-academically-able-disadvantaged-pupils.pdf">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a></p>	1, 4
<p>Maintain Transition Leader in addition to Year Leaders to support new intake.</p>	<p>Transition support is important in ensuring a smooth start in primary, particularly for vulnerable or disadvantaged pupils.</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/investigative-research-into-alternative-education.pdf">Investigative research into alternative education (publishing.service.gov.uk)</a></p>	1, 4

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Despite the impact of the pandemic we saw some real success in several key areas. Although there were no externally assessed exams our internal monitoring systems were robust and satisfied the exam boards. We saw PP students exceed their FFT targets for Basics at both 4 and 5 and also improved on previous years showing an improving trend over time. We are pleased that we have narrowed the gap at the Basics 5+ level by 4 percentage points with both PP and non PP improving overall.

We are also pleased that our attendance figures were broadly inline or better than the national average last year.

We devoted a great deal of CPD time to our remote learning provision which we switched to in January as well as increasing our on site provision for vulnerable and key worker students. The records of engagement, feedback from parents and review conducted by our external school improvement partner showed that this aspect of our work was successful for all students not just pupil premium.

### Externally provided provision

Programme	Provider
Direct Instruction	McGraw Hill
Wordshark	Wordshark

### Further Information

The aim of The Taunton Academy is to provide the best education we can to our students . In addition to our planned strategy there are a number of initiatives that we are working on that do not depend on PP or recovery funding. Over the last twelve months we have made significant changes to the school. We have amended the school day to provide more opportunities for pastoral support and wellbeing. This has also allowed us to enhance the PSHE programme which has taken on a far greater importance as a result of the pandemic. The curriculum in every academic area has been reviewed to identify skills that need further development (where practical opportunities were limited). We have developed a clearer and more relevant marking and assessment strategy coupled with regular TRIO tasks to enhance learning. We have changed our internal tracking systems for KS3 to allow us to better track and monitor progress of all students as well as our reporting system to make things clearer to parents. We developed our positive behaviour systems so that there have been many more rewards and students are responding well to this. All of these developments are resulting in better pastoral and academic outcomes for students with and without the pupil premium funding.