

# The Thomas Lord Audley School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	
School name	Thomas Lord Audley
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	33.94%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Essex Headteacher
Pupil Premium leads	Michael Pulford Deputy Headteacher Katie Dunne School Improvement Lead
Governor / Trustee lead	Stephen Whitfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,175
Recovery premium funding allocation this academic year	£70,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£322,107

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Thomas Lord Audley School, we strive to ensure that all pupils are supported to enable them to be the very best version of themselves and to maximise their personal potential. Our values, ready, respectful and responsible are embedded into our schools ethos and culture. We understand some pupils have additional challenges and barriers however we strongly believe that every child deserves to make good progress in a range of contexts, enabling pupils to have positive life long learning outcomes; including but not limited to creative, cognitive, social and personal skills.

We embrace and take pride in our responsibility to meet the pastoral, social and academic needs of our students within a caring and nurturing environment and to build mutually respectful relationships with pupils, carers, colleagues and the local community. We foster a strong sense of moral purpose linked to our pupils, school and local community and continue to strengthen and develop this.

All students qualifying for Pupil Premium benefit from additional social, emotional and academic support as needed. The Thomas Lord Audley School recognises pupils as individuals with unique challenges and ensures pupils receive the most suitable provisions available. Our aim is to reduce and close any gap in attainment and achievement between pupils in receipt of Pupil Premium and their peers as a whole.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum. Pupils are supported to access and develop rich cultural capital, increase their confidence and resilience, have high ambitions and to prepare them for the next stages of their learning journey. The Thomas Lord Audley school prides itself on its reflective and adaptive approach to supporting pupils' needs and our intention is that all our disadvantaged pupils including prior high attainers, EAL pupils and pupils with additional needs make good progress during their time at the school and are prepared for their next steps.

This statement is also intended to support the needs of our vulnerable pupils, regardless of whether they are disadvantaged or not, considering the range of challenges faced by our young carers, pupils with complex needs or pupils who have a social worker for example. Our school ethos and culture helps to raise pupils' self-esteem, enables them to articulate their needs and for pupils to see limits are not set on what they can achieve.

High-quality teaching has been proven to have the greatest impact on closing the disadvantage attainment gap and remains at the heart of our approach. Whilst there is a strong focus on areas in which disadvantaged pupils require the most support, our approach ensures all pupils within our school benefit. Our intention is that all pupils attainment will be sustained and improved through these measures and this is implicit in the intended outcomes detailed below. Furthermore we continue to offer targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the disruption to learning caused by Covid-19, including non-disadvantaged pupils, as part of our wider school plans for education recovery.

The approaches we have adopted have been carefully considered to ensure they complement each other and help pupils to maximise pupils personal potential. Robust diagnostic assessments have been used to support the development of the approach, which is responsive to both common challenges and individual needs.

To ensure our approaches are effective we will:

- ensure all disadvantaged pupils are provided with work that challenges and enriches them
- identify and address barriers to learning
- intervene at the point a need is identified
- adopt a whole school approach ensuring all colleagues take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Students underestimate their potential and lack confidence
2	Barriers to learning of individuals not identified and addressed
3	Previous underachievement inhibits access to curriculum
4	Underdeveloped reading comprehension, vocabulary and numeracy skills
5	Low attendance
6	Complex social issues affect parental engagement and support
7	Prevalence of mental health issues within the community

## 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
A) Students attainment and progress is improved with students achieving age related expectations ensuring they are ready for the next stage of their education or employment.	Gaps in students' knowledge are reduced allowing for better attainment and progress to be made. Students have a better understanding of their future pathway.
B) Students achieve attendance in line with national data	The attendance of disadvantaged students is in line with the national average.
C) Students access a wider curriculum with embedded opportunities to develop cultural capital.	Students have a greater understanding of the world around them and engage in wider learning opportunities.
D) Students improve their competency of reading, literacy and numeracy skills	Students reading ages improve as does the ability to write extended answers
E) Students behaviour is in line with expectations and students show the appropriate attitude and resilience to learning.	Students shower greater resilience to their learning and rates of internal and external exclusion are reduced in line with national.

## 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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of an agreed approach to supporting students with their reading so that students achieve chronological reading ages so that engagement with reading and reading related activities increases	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. <a href="#">EEF Reading Comprehensions Strategies</a>	1/2/3/4
Reduced class sizes, additional teaching sets have been added to reduce the number of students in teaching sets, particularly in English, Maths and Science.	Decreasing class sizes can have a positive effect on academic progress if the reduction allows for different teaching styles to be deployed and improve the quality of feedback. <a href="#">EEF Reducing Class Sizes</a>	2/3/4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>	2/3/4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted correctly.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1/2/3/4

Recruitment of a Cover Supervisor to release subject specialists	Evidence shows that historically at TLA staff that students recognise and have relationships with produces a more productive learning environment	1/2/5/6
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## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised interventions and instruction, including the use of digital technology are in place for PPG Students to achieve expectations and increase academic performance	Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities within the whole class setting and is better utilised through personalised interventions. <a href="#">EEF Individualised Instruction</a>	1/2/3/4/5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1/2/3/4/5
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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 timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1/2/3/4
To ensure that PPG students at TLA have the necessary	The general belief that school uniform leads to improvements in pupils' behaviour, does not necessarily lead to better learning, though it may	1/2/5/6/7

equipment and resources to access the full curriculum offer, including Uniform.	be an important precondition, however with a uniform policy in place, it is important to consider how to support families that may not be able to afford uniform or other equipment. <a href="#">EEF School Uniform Findings</a>	
Students are ready for the next stage of their education or employment by having careers support from a trained Careers Leader. Raising aspirations and guiding them to make the appropriate choices post 16.	Ensuring students receive guidance on the knowledge, skills, and characteristics required to achieve future goals and undertake activities to support pupils to develop self-esteem, motivation for learning or self-efficacy can help increase aspiration and attainment. <a href="#">EEF Aspiration Interventions Guidance.</a>	1/3/4/6
Provide opportunities for cultural capital experiences and extra-curricular activities. E.g. Stem clubs, Brilliant club, Music tuition for those taking music, etc.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating education. There is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention. <a href="#">EEF Arts Participation</a> <a href="#">EEF Physical Activity</a>	1/2/6/7
The curriculum to be adapted to ensure greater opportunities for students and ensuring the needs of students who require alternative provision is met e.g. ASDAN, Rally Sport	Delivering different pathways within our core curriculum can enable pupils of varying abilities and skills to follow a personalised learning route and ensure their individual needs are met. <a href="#">Alternative Curriculum To Re-engage Pupils</a> <a href="#">Alternative Curriculum Research Results</a>	1/2/3/5/6/7

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a free breakfast club from 7.30am to 8.15am	DFE evidence suggests that a successful implementation of a Breakfast Club can have an impact on both social and academic progress.	2/5/6/7

daily to help improve concentration in lessons and attendance to school	<a href="#">Evaluation of School Breakfast Clubs</a>	
Embedding principles of good practice set out in DfE's attendance guidance. Attendance/Pastoral Leaders to implement strategies to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="#">Improving School Attendance.</a>	5/6/7
Counselling sessions and adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (Staff and students aware of how to refer)	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	1/2/6/7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 322,107**



## 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 2020 to 2021 academic year.

Our internal assessments, across Years 7-10, plus the GCSE results for Year 11 during 2021/22 suggested that the performance of disadvantaged pupils was improving however the gap was still prevalent.

Overall attainment 8 was lower than the centre accessed grades of the previous year. This was expected and inline with national expectations as grades were brought closer to pre pandemic levels. Disadvantaged pupils in year 11 had an average attainment 8 score -0.6 in 2021/22 compared to the cohort as a whole which was 0.1 less than the previous year. The 1.8% of pupils achieving a 9 in both English and maths were all PPG pupils. Another notable positive included the number of PPG pupils achieving 8s and above in English and maths when compared to their peers, maths 8+ was +1.7% and English 8+ was +1.2% this reflected the work completed with our PPG pupils in raising their aspirations and the outcomes for the most able pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This helped to improve attendance, address barriers and raise self esteem. This was complemented by strong pastoral support.

The monitoring and identification of barriers was successful last year and a large number of pupils felt their barriers had been addressed as evidenced through pupil voice and pupil questionnaires. The primary focus last year was on year 11 pupils as part of our academic recovery programme and this will be rolled out to ensure the effective identification of barriers for all pupils at all stages.

Overall attendance in 2021/2022 has increased for both disadvantaged pupils and their peers with a slightly higher increase for disadvantaged pupils however this does remain a priority, the gap whilst smaller than in previous years is around 6%. Pupils in receipt of free school meals had the largest increase in attendance.

Our internal analysis and reflection highlighted that pupil behaviour, wellbeing and mental health continued to be impacted last year, in part due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

## 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

## Service Pupil Premium Funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Dedicated members of pastoral staff are available to support service pupils within the school environment, including access to a trained in school counsellor.</p> <p>Following the research of effective emotional social health and wellbeing (ESHWB) practice we identified the need for pastoral staff to deliver a comprehensive support programme for our service children during periods of parental deployment, on joining and leaving the school and providing an enhanced pastoral provision. This helps and supports key school improvement priorities to close the learning gap as well as the social and economic gap that continue to provide challenges to service pupils and families.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>A reduction in anxiety in situations and improvement in relationships at home for services students has led to an increase in attendance and improved self-esteem. Students are able to demonstrate and articulate an ability to maintain self-esteem through periods of transition. Through student voice, services students feel that pastoral support has enabled improvements in friendships, improved concentration and participation in class and extra curricular activities as well as opportunities to build resilience</p>

## Further Information

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also take part in Trust pupil premium reviews to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, deep dives, student voice and conversations with parents/teachers in order to identify the challenges faced by disadvantaged pupils.

We have two members of staff who have actively taken part in the Essex Schools Disadvantaged Network, naming a Disadvantaged Champion within the school and a number of TLR projects that are undertaking work with our PPG students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.