

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	835
Proportion (%) of pupil premium eligible pupils	25.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Essex Headteacher
Pupil Premium lead	Michael Pulford Deputy Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,440
Recovery premium funding allocation this academic year	£35,090
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	£291,530

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Thomas Lord Audley School, 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.

All students qualifying for the Pupil Premium benefit from additional academic support and encouragement to ensure they are successful at school. Our aim is to close any gap in attainment and achievement between them and their non-pupil premium peers.

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 curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff 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: £100,000

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. EEF Reading Comprehensions Strategies	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. EEF Reducing Class Sizes	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: Improving Literacy in Secondary Schools	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	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: £140,000

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. EEF Individualised Instruction	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1/2/3/4

<p>To ensure that PPG students at TLA have the necessary equipment and resources to access the full curriculum offer, including Uniform.</p>	<p>The general belief that school uniform leads to improvements in pupils' behaviour, does not necessarily lead to better learning, though it may 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. EEF School Uniform Findings</p>	<p>1/2/5/6/7</p>
<p>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.</p>	<p>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. EEF Aspiration Interventions Guidance.</p>	<p>1/3/4/6</p>
<p>Provide opportunities for cultural capital experiences and extra-curricular activities. E.g. Stem clubs, Brilliant club, Music tuition for those taking music, etc.</p>	<p>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. EEF Arts Participation EEF Physical Activity</p>	<p>1/2/6/7</p>
<p>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</p>	<p>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. Alternative Curriculum To Re-engage Pupils Alternative Curriculum Research Results</p>	<p>1/2/3/5/6/7</p>

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

Budgeted cost: £33,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a free breakfast club from 7.30am to 8.15am daily to help improve concentration in lessons and attendance to school	DFE evidence suggests that a successful implementation of a Breakfast Club can have an impact on both social and academic progress. Evaluation of School Breakfast Clubs	2/5/6/7
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. Improving School Attendance.	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: Cognitive Behavioural Therapy - Youth Endowment Fund 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	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: £ 273,840

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 Centre Assessed Grades for Year 11 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous academic year.

These outcomes point primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by delivery of online lessons and the use of online resources such as those provided by Oak National Academy.

Our internal analysis and reflection highlighted that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily 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. Although overall attendance in 2020/21 was lower than in the preceding academic year, it was close to the national average.

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
<p>How did you spend your service pupil premium allocation last academic year?</p>	<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>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<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.