

# Taverham High School: Pupil Premium Strategy Statement 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic years) 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	Taverham High School
Number of pupils in school	1091 (Main school)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	July 2024
Statement authorised by	R. Harris
Pupil premium lead	J. Day
Trustee lead	M. Papageorgiou

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,460
Recovery premium funding allocation this academic year	£43,056
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,942
<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	£234,458

## Part A: Pupil premium strategy plan

### Statement of intent

The focus for our pupil premium strategy is to support disadvantaged students to achieve regardless of their background or socio-economic status. This includes making academic progress, supporting their wider education (such as developing their cultural capital) and promoting their personal development to give all pupils the best possible chance of success when they leave school.

The primary focus is to provide high-quality teaching and learning first and foremost, which research suggests, has the greatest impact on outcomes. This will not only impact on the outcomes of disadvantaged students but will also benefit non-disadvantaged students.

Our current strategy works towards achieving these objectives by using funding for recruitment in key areas, most notably English and Maths. However, to sit alongside this there are other strategies to support disadvantaged students' development. Examples of this are a strong student support network and enrichment opportunities such as the Scholars Programme.

The key principle in our strategy is to create a culture of collective responsibility so that there is a united approach, regardless of a person's role, to support our most disadvantaged and vulnerable students.

Our strategy follows the 3-tiered approach outlined in the 'The Education Endowment Foundation's' (EEF) guide to 'The Pupil Premium' (EEF, June 2019)

- **Tier 1 Quality First Teaching** – Sutton Trust research *shows quality first teaching* has the greatest impact of pupil progress especially for disadvantage students.
- **Tier 2 Intervention** - There may be occasions where some students need extra support in key areas.
- **Tier 3 Wider Strategies** – these focus on removing the non-academic barriers to student success

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students historically make less progress than non-disadvantaged students at GCSE. Last academic year (2023), overall Progress 8 was -0.39 for disadvantaged students compared to +0.26 for non-disadvantaged students.
2	Last academic year, attendance for disadvantaged students was 89.03% compared to 93.1% for non-disadvantaged students.

3	In the last academic year disadvantaged students received a disproportionately higher number of negative sanctions when compared to non-disadvantaged students.
4	Disadvantaged students have a disproportionately higher frequency and severity of emotional and well-being issues when compared to non-disadvantaged students as well as a disproportionate number of safeguarding related issues.
5	Disadvantaged families historically have less engagement with the school, for example a poorer attendance to school events such as parents' evenings.
6	Disadvantaged students have less access to cultural capital experiences, such as school trips.
7	Disadvantaged students have a lower reading age on average than their non-disadvantaged peers.

## 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
Improved attainment among disadvantaged pupils across the curriculum by the end of KS4, with a particular focus on English and Maths.	The gap in P8 score between disadvantaged students and non-disadvantaged students diminishes over time.
To improve student attendance throughout the school with a particular focus on disadvantaged students.	Attendance for disadvantaged students to be in line with non-disadvantaged students.
Pupil premium students not having to experience a disproportionately high number of negative sanctions.	Disadvantaged cohort receiving a proportionately equal number of negatives and sanctions to non-disadvantaged students.
To improve and sustain mental health and well-being for all students including those who are disadvantaged.	Decrease in percentage from those persistently absent due to mental health issues compared to non-disadvantaged students. Less reports of SEMH issues from disadvantaged cohort.
Improve attendance of disadvantaged families at parents' evenings and other in-school events.	Attendance at parents' evenings for disadvantaged families is in-line with the rest of the cohort.
Disadvantaged students having access to cultural capital experiences they may otherwise not be able to access.	Disadvantaged students having equal opportunity to cultural capital experiences such as school trips.
Disadvantaged students with a below average reading age, make rapid progress to catch-up.	Disadvantaged students' reading age is in-line with the rest of the cohort.

## 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

**Budgeted cost:** £71,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English Progress Tutors</p>	<p>Funding to recruit progress tutors in English and Maths to work with disadvantaged students in KS3 to close the gap.</p> <p>According to the EEF, small group work could lead to an additional 4 months progress over the academic year.</p>	<p>1</p>
<p>School pupil premium (VIPP) policy</p>	<p>This strategy comes at a low-cost, but enables us to support and challenge disadvantaged students in the classroom. According to Optimus Education, many children start to fall behind from as early as 22 months in age and may never catch up with their more advantaged peers.</p> <p>Equity is crucial in classrooms to ensure that all students get to the same positive outcomes regardless of where they started or what unique challenges they might experience.</p> <p><i>(National Society of High School Scholars).</i></p> <p>Funding is for leadership and management time to prepare resources and quality assure impact within the classroom.</p>	<p>1, 3</p>

## Targeted academic support

**Budgeted cost: £63,710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium book club/literacy programme	<p>This is continuation of the funding to repeat and develop the PP book club from last academic year. The plans are to offer to more students, encourage them to read a more challenging book and build in a cultural capital rewards trip linked to the text.</p> <p>According to the EEF, literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>According to the Literacy Trust, lacking vital literacy skills holds a person back at every stage of their life. A third of businesses are not satisfied with young people's literacy skills when they enter the workforce. (<i>What is literacy? - National Literacy Trust</i>)</p>	5, 6, 7
Brilliant Club	<p>Funding for this programme to run in either English or Maths to help with progress but also to encourage disadvantaged students to consider university. According to research, in state schools, 45% of non-disadvantaged go to higher education by the age of 19. However, those eligible for free school meals, have a lower entry rate of 26%.</p>	1, 2
Progress lead with explicit focus on disadvantaged students	<p>This is funding for a Progress Lead for KS3 and KS4 to provide reports on key students, organise mentoring and small group interventions.</p> <p>Mentoring is said to have a 2+ months additional effect on progress but needs careful planning (EEF). Programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes. Therefore, the small group interventions in English and Maths need to be carefully co-ordinated. The average impact of small group tuition is 4+ months progress on average, according to the EEF.</p>	1
Pupil Premium Co-ordinator	<p>Funding for a Pupil Premium Co-ordinator. This includes previously mentioned strategies above and helping with:</p> <ul style="list-style-type: none"> <li>• Attendance support for disadvantaged students</li> <li>• Parent liaison</li> <li>• Co-ordinating resources for disadvantaged students</li> <li>• Mentoring</li> <li>• Support with clubs (e.g. breakfast club)</li> <li>• Overseeing a pupil premium provision map</li> </ul>	2, 3, 4, 5, 6

## Wider strategies

**Budgeted cost:** £94,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead	<p>Attendance of disadvantaged students remains a priority for the academy. This is funding for a fulltime, non-teaching attendance officer.</p> <p>The Key (School Leaders) state there's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including Maths and English</li> <li>• 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and Mathematics than pupils that missed 15-20% of KS4 lessons.</li> </ul>	2
Careers, Information, Advice & Guidance (CIAG) support in school	<p>This is funding for an in-school careers lead to support all students but with a particular focus on supporting students indicated in the RONI (Risk of NEET Indicator) data, which is used to identify learners perceived as having an increased possibility of becoming NEET (Not in Education, Employment and Training), at school leaving age. This is disproportionately the pupil premium and SEND students.</p> <p>Other research suggests disproportionately fewer numbers of disadvantaged students attend university when compared to non-disadvantaged students. (26% vs 45% in state schools).</p> <p>Disadvantaged students are prioritised with one-to-one support. This in school-support also includes:</p> <ul style="list-style-type: none"> <li>• Guidance on next steps and future pathways</li> <li>• Activities to support pupils to develop self-esteem or motivation for learning</li> <li>• Opportunities for pupils to encounter new experiences and settings.</li> <li>• Additional academic or pastoral support</li> </ul>	1, 2

<p>Student Support Team / SEMH Support</p>	<p>Last academic year many disadvantaged students (32%) required some form of support from the student support team.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower social and emotional skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches can have a positive impact of 4+ months additional progress in academic outcomes over the course of an academic year. In addition, being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to higher academic scores. (Teacher Toolkit, EEF).</p>	<p>4</p>
<p>Resource budget</p>	<p>There is little evidence to suggest that the supply of resources will impact directly on the attainment of disadvantaged students. However, it is important to factor in students' socio-economic status when it comes to school equipment, revision materials and other resources so all students can fully access the curriculum.</p> <p>This funding is also for additional transport costs so disadvantaged students can attend extra-curricular clubs and academic interventions or to supply short term travel arrangements for disadvantaged students to allow them to attend school.</p>	<p>1 – 5</p>
<p>School uniform</p>	<p>This is funding so that all students can have the correct uniform. The amount of allocated funding has been increased this academic year to support with the introduction of the new uniform. Following a policy change with footwear, the academy is supporting families with buying the correct footwear to help with the cost of living.</p>	<p>1 – 4</p>
<p>Enrichment budget</p>	<p>One of the other aims of the school is to develop students' 'Cultural Capital' so it is important that students are not further disadvantaged when it comes to attending extra-curricular clubs or trips.</p> <p>For example, this includes funding for the 'PP Food Club' and school trips linked to the 'PP Book club'</p> <p>Other elements of cultural capital can be encouraged through funding the Duke of Edinburgh Awards and part-funding residential or overseas trips.</p> <p>Cultural opportunities are important to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</p> <p><i>'A New Direction' (anewdirection.org.uk)</i></p>	<p>2, 4</p>
<p>Music lessons</p>	<p>Funding to allow disadvantaged students access to music lessons to which they would otherwise not be able to afford.</p>	<p>2 ,4, 6</p>
<p>External pupil premium review</p>	<p>Ofsted recommend external reviews at certain times. The DFE recommends that schools should consider whether they could benefit from the fresh perspective of an experienced school leader to help them try new approaches or improve current provision to help raise the</p>	<p>1 - 5</p>

	attainment of their disadvantaged pupils. ( <a href="https://www.gov.uk/guidance/pupil-premium-reviews">https://www.gov.uk/guidance/pupil-premium-reviews</a> )	
Breakfast Club	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. All of these factors increase the likelihood of improved outcomes overall as well as supporting overall wellbeing. <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	
Potential carryover / in-year contingency funds	Potential carryover of funds for future strategies or for contingency over the course of the year.	1 - 5

**Total budgeted cost: £229, 672**



## 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.

#### Teaching

**Budgeted cost:** £35,698

Intended Outcome	Chosen approach	Review of impact
To improve outcomes in English and Maths for disadvantaged students	Additional staffing in Maths and English	<p>Despite continual advertisement for this post, successful candidates were not able to be recruited until the end of the academic year. As a part-time solution, two specialist tutors were appointed to offer intervention in the build up to the exams. These tutors provided weekly sessions to groups of 4 students, focussing primarily on PP students across all abilities.</p> <p>The intervention tutors also worked with groups of Year 8 and Year 9 students once a week and covered topics based on areas identified in recent assessments. There were also a small number of Year 10 students involved where timetabling allowed. Of the 85 students directly involved, 29 were PP students (34%). In addition, support was offered to one class with a high proportion of PP students.</p> <p>In addition to the academic session, reallocation of tutor groups for Year 11 students allowed provision for students to boost their maths confidence and work with a specialist in the build up to the exams.</p> <p><b>Progress 8</b></p> <ul style="list-style-type: none"> <li>English P8 gap between PP and non-PP from 21/22 to 22/23 decreased by 0.16</li> <li>Maths P8 gap between PP and non-PP from 21/22 to 22/23 increased by 0.50</li> </ul> <p>The overall P8 gap between PP vs non-PP from the last 3 years on validated data:</p> <ul style="list-style-type: none"> <li>2019 – In school-gap was - 0.78</li> <li>2022 – In school-gap was - 0.76</li> <li>2023 – In school-gap was - 0.58</li> </ul>
To improve academic and pastoral	School pupil premium (VIPP) policy	This funding was for leadership and management time to prepare training resources and monitoring to provide equity to disadvantaged students within the classroom.

outcomes for students.		Regular spot-checks on seating plans took place in leadership meetings looking at vulnerable groups. This highlighted that the vast majority of staff and groups were set-up to a good standard and were taking into consideration the needs of the PP and SEN students. Where this wasn't seen staff were challenged and reasons explained.
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## Targeted academic support

**Budgeted cost:** £73,384

Intended Outcome	Chosen approach	Review of impact
To improve reading age and develop a love of reading among disadvantaged students	Pupil premium book club	<p>The aim of this strategy was to increase cultural and reading capital for select pupil premium students who were highlighted as having a low reading age and articulated they did not enjoy reading. The intention was to increase their reading for pleasure, confidence and reading skill.</p> <p>Approximately ten pupil premium students per year from years 7-10 took part. Once a week they took part in a book club reading Harry Potter where students had the option to read aloud if they wanted to. Students were read to by the Librarian, members of SLT, heads of year, as well as some subject teachers. Students were gifted the book, and a cultural capital trip took place related to the content of the book. This trip was to Warner Bros Studios. They were also gifted the second book in the series.</p> <p>Students Bedrock scores have been checked throughout the book club:</p> <ul style="list-style-type: none"> <li>• Across Years 7, 8 and 9, all students, bar 1 (Year 7) showed significant improvement on their Bedrock score when comparing September 2022 to July 2023.</li> <li>• Year 10's demonstrated increased confidence in offering to read, with the average of 1 page per</li> </ul>

		<p>student growing to 3 pages per student. These pages are read on a voluntary basis.</p> <p>Reading age tests for Year 7:</p> <ul style="list-style-type: none"> <li>All Year 7s, bar 2, showed improved Reading Ages when comparing their start of year test to their end of year test. Two students even scored 'Much Higher' than expected.</li> </ul>
To improve aspirations for pupil premium students	The Brilliant Club	<p>Out of the 14 Y9 students that took part, ten students achieved a 1<sup>st</sup> in their dissertation, two achieved a 2.1 and one achieved a 2.2. One student moved to another school before the programme was finished.</p> <p>Feedback from the group was overall very positive.</p> <ul style="list-style-type: none"> <li>12/13 students agreed or strongly agreed they found the programme useful with one neither agreeing nor disagreeing.</li> <li>10/13 students agreed or strongly agreed they found the programme enjoyable with three neither agreeing nor disagreeing.</li> <li>12/13 students agreed or strongly agreed they would recommend the programme to others with one neither agreeing nor disagreeing.</li> <li>11/13 agreed or strongly agreed the programme has made them consider applying to university more than before with two neither agreeing nor disagreeing.</li> <li>However, only four students said they found the programme challenging with nine neither agreeing nor disagreeing.</li> </ul>
To improve academic outcomes for disadvantaged students	Academy progress lead with explicit focus on disadvantaged students	<p>Y11 were a priority, with a particular focus on PP students. Data analysis was conducted to identify key PP students which was shared with middle leaders. All selected students received a personalised plan. This included:</p> <ul style="list-style-type: none"> <li>Curriculum adjustments led by Deputy Head</li> <li>Mentoring from a staff member</li> <li>Subject tutoring from select year 12 students</li> <li>Subject tutoring from alumni students</li> </ul> <p>In total 21 students were selected for tutoring and mentor meetings. Each student had a one-to-one with either the Progress Lead or Assistant Head.</p> <p>Of the 21 students, a handful failed to consistently attend the academic intervention, but all attended their</p>

		<p>coaching meetings. All PP students were also provided with resources and strategies to support with revision.</p> <p>A motivational speaker was organised to come into school to speak to all Y11 students. He also ran two additional workshops that focused on priority students. The groups were split by HPA and MPA and ensuring a combination of PP and non-PP students were involved.</p> <p>Surveys completed by all students following keynote and workshops – summary of findings below.</p> <ul style="list-style-type: none"> <li>• 94% said they enjoyed the keynote.</li> <li>• 76% said they now feel more motivated.</li> <li>• Only comments on what would have made the session better were “comfier chairs”, “make the session longer” etc.</li> <li>• The workshop sessions got a 4.16 rating out of 5 from students.</li> <li>• Only 17% of students who attended the workshop said they didn’t need to as the keynote was enough.</li> </ul>
To raise the aspirations of disadvantaged students	CIAG support in school	<ul style="list-style-type: none"> <li>• All disadvantaged students in Y11 students have a guidance interview with those that are highlighted red in the RONI report getting priority.</li> <li>• Continued support for PP students throughout KS4</li> <li>• Students in Y9 &amp; 10 access the Norfolk Skills Festival as well as an in-house careers fair</li> <li>• CIAG support for those that are referred from HOY and attendance officer</li> <li>• Y10 workplace visit for eight students (four of which were PP)</li> <li>• UEA undergrad medics activity at UEA as attended by one PP student</li> </ul>
To improve academic and pastoral outcomes for students.	Pupil Premium Co-ordinator	<p>The pupil premium co-ordinator was used to oversee many of the school’s pupil premium strategies. These included:</p> <ul style="list-style-type: none"> <li>• Attendance support for disadvantaged families</li> <li>• Co-ordinating resources for disadvantaged students</li> <li>• Support with clubs (e.g. breakfast club)</li> <li>• Overseeing a pupil premium provision map</li> <li>• Liaising with vulnerable families regarding SEMH support for students</li> <li>• Co-ordinating support for school uniform</li> </ul>

## Wider strategies

**Budgeted cost:** £65,378

Intended Outcome	Chosen approach	Review of impact
To improve attendance of disadvantaged cohort.	Appoint attendance officer	<p>Attendance figures for 2022 – 2023 (Including students who are persistent absentees)</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged students was 89.03% (2021-2022 - 88.2%) +0.83% improvement</li> <li>• Attendance of non-disadvantaged students was 93.1% (2021-2022 – 91.2%) +1.9% improvement</li> <li>• Gap between PP and non-PP attendance has increased from 3% to 4.16%.</li> <li>• PA for disadvantaged students is 33.48% (2021-2022 - 42.1%) +8.62% improvement</li> <li>• PA for non-disadvantaged was 19.53% (2021-2022 – 22.8%) +3.27% improvement</li> <li>• Gap between PP and non-PP PA has decreased from 19.30% to 13.95%.</li> </ul>
To improve and sustain mental and well-being for all students including those who are disadvantaged.	ACE / SEMH Support	<p>Many disadvantaged students were supported through the student support team for various SEMH related issues. 32% of pupil premium students accessed some form of support during the academic year from the student support team.</p> <p>In addition to this, many of the highest priority cases dealt with by the student support team were pupil premium and required extra support. For example, FSPs, CADS, EHAP and social work.</p> <p>Below are the percentages of the high-profile cases that were pupil premium for academic year 2022 – 2023:</p> <ul style="list-style-type: none"> <li>• Year 7 – 25%</li> <li>• Year 8 – 75%</li> <li>• Year 9 – 60%</li> <li>• Year 10 – 100%</li> <li>• Year 11 – 25%</li> </ul>
To improve outcomes for disadvantaged students.	Resource budget	<p>This funding was used to provide disadvantaged students with equipment and resources so they could access the curriculum. This included ingredients for catering, resources for art, PE kit and uniform support.</p>

		<p>Funding for transport allowed students to stay for academic tutoring/revision sessions and after-school clubs. In addition, extra taxis were paid for to allow students to attend afterschool revision sessions and information evenings.</p> <p>Financial support for school trips allowed disadvantaged students the same opportunities as their non-disadvantaged peers. Examples of supported trips include the Duke of Edinburgh, theatre trips for English, Bletchley Park and Warner Bros. Studio. 116 disadvantaged students accessed at least one enrichment opportunity last academic year.</p> <p>Seven pupil premium students had music lessons once a week for a year, learning to play either the piano, drums or saxophone.</p>
To improve leadership and management of pupil premium	External pupil premium review	This took place in June 2023. See external review report for details.
To improve outcomes for disadvantaged students.	In-year contingency funds / Potential carryover for 3 – year plan	<p>Last academic year this was used to support the motivational speaker for Y11 and MyTutor for specific disadvantaged students.</p> <p>The contingency fund was also used to support the Design Technology faculty with the ‘Green Power Challenge’ aimed at creating an enrichment opportunity for KS3 disadvantaged students. Students have built the car and sought sponsorship through Teng Tools UK.</p> <p>The students involved have been developing skills including teamwork, problem solving, fundraising and budgeting.</p>

## 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
Bedrock Learning	Bedrock
The Scholars Programme	The Brilliant Club