



The Trafalgar School

AT DOWNTON



Equality of opportunity – Pupil Premium Strategy
A whole school approach 2020-2023

What is the Pupil Premium?

National statistics demonstrate that students experiencing 'financial hardship' do not achieve¹ as well as their peers. The Pupil Premium Grant is paid to schools for students who are: recorded as being eligible for Free School meals (FSM) in the last 6 years (Ever6), who are 'Looked After', who are supported by the National Asylum Support Service (NASS) or who have a parent serving in the Armed Forces.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities (between eligible children and their peers) by ensuring that funding to tackle disadvantage reaches the students who need it most.

Academy Overview²

Number of students in the Academy	768
Number of disadvantaged students	127 (17%)
No. of students currently in receipt of FSM ³	91
No. of students in receipt of FSM in last 6 years	114
No. of children look after	7
No. of children supported by the National Asylum Support Service	0
No. of children with parent in the armed services	13
Academic years covered by statement	2020/21 – 2021/22 – 2022/23
Original publish date	November 2020
Publish date	September 2022
Date of last review	September 2022
Date of next review	September 2023
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Statement authorised by	AGC – 29 th September 2022

¹ Both in Progress or Attainment

² October Census 2022

³ In receipt of Free School Meals

Funding overview

Pupil premium allocation last academic year	£123,950
Pupil premium allocation this academic year	£122,005 (Estimated)
Recovery premium funding allocation this academic year	£30,636 (Estimated)
Total allocation for this academic year	£152,641 (Estimated)
Allocation for children who have a parent serving in the armed forces ⁴	£4160

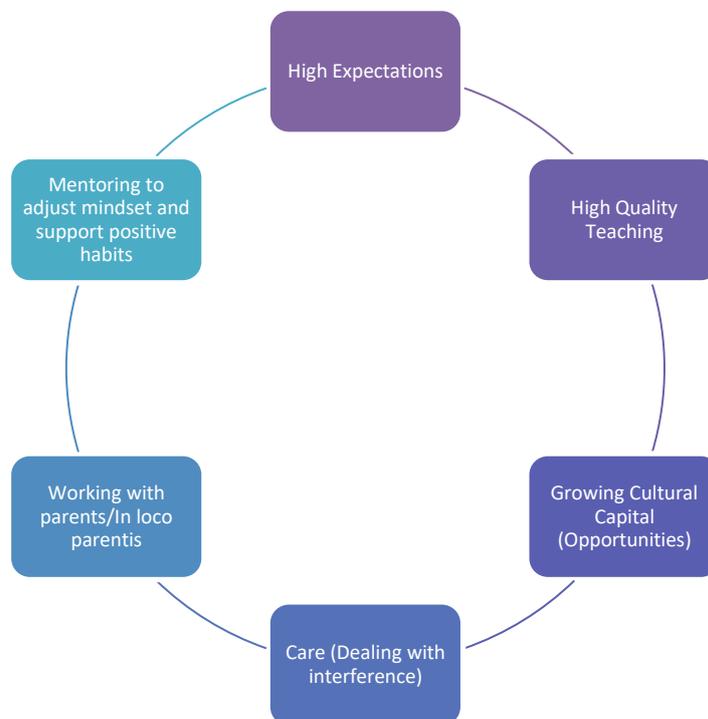
⁴ Funding included in the total allocation. Services Premium is used to pay or schools mentoring programme.

Part A: The Pupil Premium Strategy – The statement of intent Trafalgar School Pupil Premium Charter

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and attain highly.

Our objectives and aims:

1. Teach well so that students develop independence and self-agency, feel success and grow
2. Identify barriers and work to remove them so that students are able to take control
3. Leverage experiences, students stepping forward rather than back, so that we raise self-esteem through positive experience
4. Build networks for students including opportunities for socialisation so that students get a 'foot in door'
5. Challenge pre-conceived ideas of what their future might be so that a world of opportunities present themselves



In realising this intent we will:

- Believe in students and expect a lot
- Involve parents
- Never assume those students experiencing disadvantage face the same barriers, or have any less potential to succeed, treating every young person's circumstances individually
- Never pity or patronise those students experiencing disadvantage
- Establish a consistent, clear approach to the way that funds are allocated and support given
- Constantly seek out new ideas and share the very best practice
- Monitor the impact of any intervention

Pupil Premium measures of success

1. Ensuring disadvantaged students' attainment outcomes are on a par with ⁵other students nationally.
2. Ensuring disadvantaged students have equality of opportunity in accessing all aspects of the curriculum.
3. Ensuring that disadvantaged students' progress on to an ambitious Post 16 provision of their choosing.
4. Ensuring disadvantaged students have the necessary skills and personal qualities for sustaining themselves in education and training Post 16 and beyond.

Challenges

1. Students may have **lower attainment on entry** and may already have ground to make up.
2. Students may have **low attendance** either through a lack of the necessary support systems at home (bus fares, access to sanitary products, absence parents due to work patterns) or responsibilities within the home environment such as being a Young Carer.
3. **Low aspirations and expectations:** Evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a **gap between the aspirations that do exist and the knowledge and skills that are required to achieve them** (Education Endowment Foundation).
4. Disadvantaged students can often **feel undervalued** and that nobody 'believes' in them.
5. Students may have **social and emotional issues** resulting in low confidence and self-esteem.
6. Student may be first in family to consider Post 16 education or University. Ambition may be low.
7. They may have a **Special Educational Need** diagnosed or undiagnosed.
8. They may not readily take on positions of responsibility or not be ready or able to take part in co-curricular activities.
9. **Homework** can be a big barrier to learning for many students. They simply have no access to a conducive learning environment or don't have the support systems at home to allow them to complete the work.
10. There may be a lack of access to **basic learning resources** such as books or revision guides.
11. **Significant gaps in learning due to lack of engagement during school closure due to Covid19:** Initial data suggests that disadvantaged students engaged less with online learning during the lockdown period than their peers. This was due to a lack of IT equipment and internet in addition to a lack of parental guidance and support.

⁵ 'Other students' is the Department of Education term for students who are not eligible for Pupil Premium.

12. **They make be lacking in cultural capital** - Black and William (2018) argue that: *“Children from working class families, who are only familiar with the restricted code of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives.”* Children born into families who read books, newspapers and magazines, visit museums, art galleries, zoos, take regular holidays, watch the news and documentaries, and talk about current affairs, what they are reading or doing develop what is called cultural capital.

As part of its Pupil Premium Strategy, the school undertakes a periodic audit of all PP students to ascertain one or more barriers to learning. It is imperative that those who know the students best, and the students themselves, are involved in this process. This information is then used to plan our overall provision and target individual support for disadvantaged students.

Intended outcomes – End of Year 11 Targets⁶ for disadvantaged⁷ students

Outcomes		2023	2024	2025
No. of FSM6 students		21	24	23
Inclusion	The % of students entered for 8 ⁸ subjects at the end of Year 11	85%	90%	100%
Functional English	The % of students achieving Grade 4 or better in English	70%	75%	85%
Functional Maths	The % of students achieving Grade 4 or better in Maths	70%	75%	85%
Good grades in English	The % of students achieving Grade 5 or better in English	50%	60%	70%
Good grades in Maths	The % of students achieving Grade 5 or better in Maths	50%	60%	70%
Attainment 8	The % of students achieving national average attainment	50%	60%	70%
Post 16 Education	100% of students' progressing on to an 'ambitious' Post 16 education of their choosing ⁹	95%	100%	100%

'Advantaging the disadvantaged' - On track monitoring indicators – Years 7-9

Indicators		2023	2024	2025
Attendance	The % of students with attendance at 97% or better	75%	82%	90%
Academic Standards	The % of students with Academic Standards at an average of 2 or better	75%	82%	90%
Attainment	The % of students on track to make good progress or better	75%	82%	90%
Belonging	The % of students who have a strong sense of belonging	85%	90%	95%

⁶ Milestones in achieving an ambition of 100%

⁷ FSM6 Students only

⁸ All slots filled

⁹ Survey

Activities in this academic year

The Government states activities must be those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring, and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. Total cost £152,500

1. Teaching

Budgeted cost £47,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Deployment of staff and leadership (GJ ¹⁰) in: <ol style="list-style-type: none"> Promoting an ethos of achievement for all. Meeting individual learning needs through: identifying individual vulnerabilities and needs. Early intervention approach. Identifying what might help a student in the next steps in their learning regardless of whether they are performing below, at or above expectation. Monitor PP progress through lesson scrutiny and 'book looks' and providing feedback. Developing PPD networks including neighbouring schools, school clusters, online and national events. Sharing 'best practice'. Evaluating the effectiveness of our provision and sharing learning with all staff. 	Third Space Learning, February 2021: The intelligent use of data is essential. It is not enough to know how many students there are in receipt of the funding, they need to be individually recognised and their particular needs identified. This helps schools to avoid the assumption that all such pupils are low achieving. If a disadvantaged child is achieving well, then the funding is there to help him or her achieve even more highly.	£15K	3, 4, 7

¹⁰ 1 day per week

<p>Providing consistently high standards of quality teaching for all (Quality First Teaching) through effective CPD:</p> <ul style="list-style-type: none"> a) High expectations and challenging targets b) Supporting metacognition and independent learning c) Closely monitoring student performance, formatively and summative d) Embedding assessment for learning systems e) Tailoring teaching to need f) Developing cultural capital 	<p>According to the EEF Attainment Gap Report (2018) the, quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</p>	<p>£5K</p>	<p>1, 3, 9, 12</p>
<p>Reduce class sizes in both Key Stage 3 and 4 core subjects. Average class size for maths and English at Key Stage 3 is 22 and Key Stage 4 is 24. This additional class allows for small group intervention</p>	<p>The EEF suggests that this increases time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils</p>	<p>£20K</p>	<p>1, 11</p>
<p>The Great Big Plan A day dedicated to teaching students to plan and revise for their examinations with a focus on developing independent learning skills</p>	<p>Revision techniques are based on the EEF seven-step model to scaffold student's revision</p>	<p>£2.5K</p>	<p>3</p>
<p>Building cultural capital through a whole school approach to Literacy see the 'Principles of Literacy'. Including 'The Great Big Read'</p>	<p>According to the EEF Toolkit, communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>£5K</p>	<p>12</p>

2. Targeted academic support

Budgeted cost £56,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Key Stage 3 - Targeted support for students below in English and Maths. Dedicated intervention teacher , based in Learning Support (TG)	According to Galton et al (1999), almost 40% of children fail to make expected progress during the year immediately following a change of schools, and Department for Education data from 2011 shows that average progress drops between Key Stage 2 and 3 for reading, writing and maths.	£25K	1
Fund a Transition Coordinator to ensure a smooth transition for PPD students and their families. (DF ¹¹)		£6.5K	1, 2, 5
Year 11 subject specific intervention programme during tutor time and after school. Small group tuition by subject specialists in Maths, English and Science as part of the School Led Tutoring programme ¹² .	According to the EEF Attainment Gap Report (2018), targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	£25K	1, 3

3. Wider strategies

Budgeted cost £48,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
PPD Student support programme including: a) Regular mentoring of students to discuss academic progress, academic standards and attendance b) Support in accessing co-curriculum opportunities c) Further Education visits and workshops d) Careers guidance (above and beyond)	Motivation is seen as one of the most important aspects that educational practitioners can target to effect engagement and thereby improve student outcomes - Classroom Goal Structure, Student Motivation, and Academic Achievement, Meece et al. (2006)	£28K	3, 4, 6, 8, 9

¹¹ 1 day per week

¹² 60% funded by National Tutoring Programme in 2022-23

Social and emotional support strategies i.e.: a) Wellbeing Plan for Young People b) Working with outside agencies in supporting young people and their families c) Counselling		£6K	5
Dedicated time from Attendance Officer – 1 day per week	Absence rates are higher nationally for pupils who are known to be eligible for claiming free school meals. The overall absence rate for these pupils was 7.6 per cent, compared to 4.3 for non-FSM pupils. The persistent absence rate for pupils who were eligible for FSM (23.6 per cent) was more than twice the rate for those pupils not eligible for FSM.	£7.5K	2
Investing in resources that boost a student's learning at home or in school, such as laptops, revision guides, revision resources.		£4K	9, 10, 11
Provision of ingredient for food technology lessons		£1.5K	9, 10, 11
Funding educational visits to allow disadvantaged students to access the full curriculum experience		£1.5K	

Part B: Review of outcomes in the previous academic year

Outcomes		2019	2020	2021	2022
No. of FSM6 students		13	15	22	22
Inclusion	The % of students entered for 8 ¹³ subjects at the end of Year 11	77%	87%	95%	64%
Functional English	The % of students achieving Grade 4 or better in English	46%	53%	77%	36%
Functional Maths	The % of students achieving Grade 4 or better in Maths	23%	60%	50%	50%
Good grades in English	The % of students achieving Grade 5 or better in English	39%	33%	55%	18%
Good grades in Maths	The % of students achieving Grade 5 or better in Maths	15%	27%	32%	32%
Attainment 8	The % of students achieving national average attainment	15%	27%	27%	18%
Post 16 Education	100% of students' progressing on to an 'ambitious' Post 16 education of their choosing ¹⁴	-	-	-	-

Externally provided programmes

None

Appendix – Links to Pupil Premium resources

DfE

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

EEF

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

DfE Templates

<https://www.gov.uk/guidance/pupil-premium-strategy-statements#template>

¹³ All slots filled

¹⁴ Survey