

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Teign School
Number of pupils in school	1004 (KS3-4) 1080 (KS3-5) (239 pupils)
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year: 2024-25 3 year cycle 2024/25-26/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lucie Wagner (Headteacher)
Pupil premium lead	John Reid (Assistant Headteacher)
Governor / Trustee lead	Nick Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,120
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	£169,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum which equips our young people with the qualifications, skills and personal attributes to lead happy and fulfilling lives.

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. We use our Ordinarily Available Inclusive Provision (OAIP) offer to achieve this. Our approach 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 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.

Challenges

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

Challenge number	Detail of challenge
1	Students eligible for PP do not make progress in line with their similar prior attaining non-PP peers.
2	Students eligible for PP have lower literacy rates which is contributing to lower outcomes. This is evident through assessments, observations and discussions with students. Literacy, and vocabulary in particular, are limiting factors in progress and attainment.
3	Students eligible for PP are disproportionately issued with sanctions or removed from lessons Internal data shows that lower attaining, disadvantaged students and those disadvantaged students with SEN spend a disproportionate

	amount of time in IR suggesting metacognitive and self-regulation strategies are lacking as well as a lack of engagement with school in general. This has increased since the pandemic and school closures suggesting a greater negative impact on disadvantaged students.
4	Attendance for PP students is below that on non PP students. There are higher rates of persistent absence in PP than non-PP students and, on average, PP attendance is consistently lower than that of non-PP peers. This is carefully tracked each week and the gap remains consistent but is not improving.
5	There is a lower proportion of PP students participating in extra curricular provision. Data gathered at every extra-curricular club shows that far fewer PP students are involved in extra curricular activities. This may be tied to Challenge 3 whereby PP students are in sanctions and therefore unable to attend. Research suggests this is indicative of an overall lack of engagement in school.

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
Outcomes are in line with similar prior attaining students who are non-PP	By the end of our current plan 3 year plan, the Progress 8 gap has been reduced to 0. There is no difference in performance between PP and non-PP peers.
Literacy rates for year 7 students improve through post-testing	Number of students needing additional literacy intervention has reduced. Any additional support needed is identified promptly.
PP students are more proportionately represented in the intervention data	Ready to Learn data will show similar proportions of PP students are represented as their non-PP peers.
Attendance of PP students in line with non-PP peers.	Attendance figures in line with national averages with no gaps between PP and non-PP attendance. Persistent absence will be at a minimum with clear evidence with PP PA is addressed quickly.
An increasing number of PP students participate in extra curricular activities.	Participation data will evidence higher number of PP students participating in extra-curricular activities term on term and year on year.

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: £99,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality First Teaching implemented through weekly development coaching for staff in 6-weekly blocks.	Incremental coaching has been evidenced as having a high impact on PP outcomes whilst maintaining and boosting the outcomes of all students. Sutton Trust and EEF data demonstrates that high quality teaching has a greater impact on PP students than non-PP peers. This also aims to meet the needs of individual students in the classroom.	1, 2, 3
CPD and on-going development opportunities to improve practice in pedagogical principles underpinned by TLAC and Teign OAIP.	EEF guidance on SEN in the classroom focused on the benefits of consistent pedagogical principles which are evidence informed. EEF guidance supports the use of 5 key methods of adaptive teaching. Staff skills at adapting practice increase outcomes.	1, 2
Accessibility to the curriculum, high quality delivery of lessons ensuring all students make rapid progress, minimising disruption allowing for progress to be made.	EEF guidance on meeting the needs of individuals in the classroom to ensure scaffolding and modelling appropriate for all. Constant review of the curriculum through ESW teams to ensure curriculum is best available model.	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 provision of Lexia and Fresh Start Phonics literacy to close gaps in year 7 to 9 students.	EEF guidance on small group and 1:1 provision used to target individuals. Lexia – EEF teachers toolkit identified that students using Lexia make 6 months additional progress on average.	1, 2
Small group intervention to bridge gaps in English and Maths	Targeted intervention with TA led sessions. Small group tuition shown to be effective in addressing gaps	2
Accelerated referral into Inclusion teams and developed use of the Graduated Response in order to ensure unmet needs are identified and met early on	EEF guidance on meeting needs of individuals and identifying the needs of individual as part of the Graduated Response. NASEN and Whole School SEND guidance on provision mapping and effective school culture.	1, 2, 3
Use School Led Tutoring system to target gaps in knowledge in English, maths, science and languages.	EEF guidance on small group tuition. Tuition targeted at specific needs as identified by the teachers.	1, 2

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

Budgeted cost: £10,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of PP students increases in line with non-PP students	Embedding principles of good practice set out in DFE's Improving School Attendance. Working closely with safeguarding leads and pastoral staff to ensure absence is identified very quickly.	4
Culture of celebration and success increases	Reducing exclusions research suggests that celebration of all	5

participation in extra-curricular activities	helps to engage students in school. Monitoring this ensures we are able to intervene early and build cultural capital.	
Attendance gap between PP and non-PP students plus higher rates of PA in PP students. Raise profile of school in PP students' minds creating more positive associations.	Embedding principles of good practice set out in DFE's Improving School Attendance. Working closely with safeguarding leads and pastoral staff to ensure absence is identified very quickly.	4

Total budgeted cost: £169,120

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 2023-24 academic year.

Gaps in data reduced	<p>Data from academic year 23-24 shows whole school progress recorded as -0.27. The gap between PP and non PP students was -0.56. We recognise that despite a narrowing of the Progress 8 score, the gap between DS and Non-DS remains and our strategy moving forward will continue to have the reduction in the gap at its core.</p> <p>A review of interventions and the raising standards process has taken place with personalised targeted support being put in place where appropriate to close the gap.</p>
Attendance	<p>Attendance figures show gaps continue however, a new 4 tier improving attendance strategy with a detailed provision map to support a graduated response to improving attendance is now in place. This includes, early intervention by tutors, supporting PA students with personalised plans and evidence based referrals to access LA support (S19) for those unable to attend on medical grounds.</p>
Extracurricular	<p>PP student are underrepresented compared to non PP students. Through improved data analysis, we have a systematic approach to monitoring and tracking participation in extracurricular and enrichment activities and are able to strategically target DS students for participation. We will be actively seeking</p>

	student voice to further explore the barriers that prevent our DS students from taking part in enrichment activities. The 11 by 11 programme will form a core part of our offer going forward which we have a colleague leading on.
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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