Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Testwood School
Number of pupils in school	879 (15/12/23)
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Webber Headteacher
Pupil premium lead	Mrs Magee Deputy Headteacher
Governor / Trustee lead	Mr Williams Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,025.00
Recovery premium funding allocation this academic year	£64,032.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£305,057.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have good attendance, make good progress and achieve high attainment across all subject areas, particularly Maths and English. Each child deserves an education that enables them to flourish. Our ultimate objective is to mitigate the impact of disadvantage so that all students achieve equally well relative to their starting points.

Our Pupil Premium Strategy is focused on improving academic outcomes for disadvantaged students. Therefore, the main focus of our Pupil Premium Expenditure is to support and further improve the progress and attainment of disadvantaged pupils, primarily in the core subjects of English & Maths. This will take the form of additional small group teaching or through targeted support with individual students. High-quality teaching is central to our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the nondisadvantaged pupils at Testwood. 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 our whole school plans for education recovery, with focus on its targeted support for students in the core subjects. Further to our strategy Testwood will focus on improving attendance to school for disadvantaged students, specifically those students classed as severely absent.

We also recognise the well-being and pastoral care which can contribute significantly to students' attendance and development at school. We consider this to be a vital and worthy area to allocate spending to.

The Pupil Premium funding is spent in the following areas to support our disadvantaged students:

- Leadership and management
- Numeracy and literacy support and intervention
- Pastoral support, especially through our Attendance Officer, Pastoral Support Team, LSA team and our ELSA
- Teaching and Learning
- Curriculum and enrichment to support teaching and learning within the curriculum

Challenges

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

Challenge number	Detail of challenge
1	**Academic Progress** Termly data drops provides evidence of the learning gaps between the Disadvantaged and Non-Disadvantaged students in terms of progress. This was exacerbated by the asymmetrical learning experiences at home during the partial school closures that literature suggest is still having an impact on our students. The attainment of our disadvantaged students across the board (subjects from the P8 scores) is generally lower than that of their non-disadvantaged peers in all year groups. These gaps need to be addressed so our students do not fall further behind their peers.
2	**Attendance** Persistent low attendance of some disadvantaged students. Historical attendance figures confirm disadvantaged students do not attend school as regularly as their non-disadvantaged peers. The school will work relentlessly to work with students and their parents/carers to improve their attendance. Our attendance data confirms that attendance among our disadvantaged students is always lower than their peers. It also indicates that the gap increases as you move through the school years.
3	**Growth Mindset** Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers which results in them ‘giving up’ or not attempting questions. In some cases disadvantaged students may have low expectations of their ability to perform well in their educational setting based on poor experiences leading to underachievement. Internal measurements through Progress Checks show that some students, especially boys, have low independent learning at Testwood School. The school should strive to achieve high expectations for all, especially disadvantaged students and ensure they can rapidly catch up

4	**Reading** Assessment, observations and discussions indicated that disadvantaged pupils have lower level reading ages in Year 7. (2023/24) 37.5% of our disadvantaged students in Year 7 have below age-related expectations compared to 22.3% of the non-disadvantaged peers. Through our Middle Leaders, this has highlighted a concern for these students to access the curriculum and could also be a link between attendance and behaviour for learning.
5	**Lack of physical resources at home to support independent learning** (previous) It was clear during the first lockdown that a number of families had a lack of ICT resources at home to enable their children to have access to a full provision of learning opportunities. This was addressed in time for every identified family across all five year groups. Through thorough assessments of students' needs for ICT support, we are confident to address this early each academic year for the new Year 7 cohort and for new admissions into other year groups. (2023+) Gaps in the completion of home learning tasks and observations/meetings with students and families, it is evident that a number of students remain disadvantaged due to lack of equipment to complete home learning.
6	**Social and emotional needs: engagement and enrichment.** Our assessments, through observations and discussions with pupils and families have identified a significant reduction in the engagement and attendance in school enrichment activities by all pupils, including disadvantaged students

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
To reduce the progress gap (P8) between disadvantaged students and their non-disadvantaged peers	By the end of our current plan in 2023/24 (and continue from 2024/25) KS4 outcomes demonstrate that disadvantaged pupils achieve: □ an average Progress 8 score that shows a narrowing of the gap from

To improve reading comprehension among disadvantaged students across KS3	2021 by 50%, with the ambition of it being equal to their peers. • We would target for disadvantaged students to make expected progress in line with their peers across both key stages • Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their nondisadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: □ the overall absence rate for all students being no more than 5%. The absence rate for disadvantaged pupils to be within 3% of their peers, with the ambition of it being equal.
To ensure that every student receives the social and emotional support needed, whilst achieving and sustaining improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils. • Accurate and timely referrals for social and emotional interventions and support, particularly among disadvantaged pupils.
To improve the expectation levels and aspirations of our students through building relationships, high quality teaching, pastoral support and our post-16 & careers support network.	Sustained improvement of aspirational levels based on career aspirations from Year 7-11 by 2024-25 demonstrated by: • Student aspirations survey during each careers event • Working alongside EBP South and our PSHE team to widen knowledge and understanding of all Post-16 options • Destinations data

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: £150,921.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Landmarks and tracking of academic performance. **Key assessments and exams**	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.	1
Staff training for teachers through the CPD Inset and department meeting – specifically Rosenshine's Principles in Action, specifically through the use of video recording and IT 2023/24 staff training will continue include key areas of the PSHE curriculum	"Great teaching is the most important lever schools have to improve outcomes form their pupils." **(EEF COVID-19 Support Guide for School 2020).** Teaching staff identified the need for staff development to raise knowledge and understanding of the pastoral curriculum.	1
Quality Assurance via re-formatted SLT and Middle Leader Learning Walks within subjects	Providing feedback is a well-evidenced and has a high impact on desired outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 3, 4
Monitoring programme leading on intervention strategies for underperforming students	We have found our weekly ExtendedLeadership Team meetings support the progress and pastoral support for our disadvantaged students across Year 7 to Year 11 supports the need of intervention and measuring the impact	1, 2
Improving literacy in all subject areas in line with	"Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject	1, 3

recommendations in the EEF **Improving Literacy in Secondary Schools** guidance. We will allocate professional development time within departments to focus on teachers' subject area.	**Improving Literacy in Secondary Schools** Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English" **word-gap.pdf (oup.com.cn)**	

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

Budgeted cost: £39,603.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday catch up days for all year groups	At Testwood we have run and will continue to run holiday revision and catch up days for Year 11 students. Students engage and use the time productively to support their work meeting or exceeding their target grades. Specific subjects such as Art, Photography and Dance use the time to focus on coursework/portfolios as well as exam revision and preparation	1
Provide a blend of tuition through internal school-led tutoring for students identified by the Curriculum Leads of Maths English & Science identify. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	"In order to support pupils who have fallen furthest behind, structured interventions…are likely to be necessary." **(EEF COVID-19 Support Guide for School 2020).** "The EEF states that "There is growing evidence supporting the impact of high quality 1:1 and small group intervention as a catch-up strategy." **(EEF COVID-19 Support Guide for School 2020).** It goes on to say that "Tuition delivered by qualified teachers is likely to have the biggest impact." "Tuition targeted at specific needs and knowledge gaps can be an effective	1

	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**	
Music tuition/peripatetic lessons	Music chosen at KS4. High quality paired lessons with instrumental specialists. Increase confidence and engagement.	1,3
Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. **Lexia software**	(from 2023 statement) "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**	1,4

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

Budgeted cost: £114,533.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the capacity within the Pastoral Support Team. This needs to continue to be the focus for this academic year with the recruitment of an Attendance Support Worker focussed on improving the attendance of our disadvantaged students	Embedding principles of good practice set out in the DfE's **Working together to improve school attendance** advice	2
Appointment of our Safeguarding Manager has	We know from our own experiences but also the national picture, that young people are experiencing	2, 3, 6

developed the leadership of the team and increased the capacity/output of the Pastoral Team to support disadvantaged students to improve their social and emotional engagement, learning and wellbeing Staff training to include focus of the PSHE curriculum as part of the Pastoral Curriculum **A Mental Health Lead**	mental health and well-being difficulties as a result of covid, longer waiting times for services and the longer term impact of the pandemic. Also, ongoing concerns with waiting time/lists for students to see specialist support such as CAMHS The PSHE curriculum content has been carefully planned to support many of the local and national concerns regarding keeping safe. Staff training will provide the knowledge and accuracy to improve the delivery of many sensitive and much needed lessons which will be of particular benefit to disadvantaged students Embedding the principles of DFE Whole School Approach to promoting student mental health and welling.	
Hardship fund: uniform support, equipment support, kit support, travelling support	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of hardship funding aside to respond quickly to needs that have not yet been identified. The 2022/23 year has provided evidence that this support is ever increasing within our local community with the rising costs of living	2, 6

Wellbeing & Enrichment support	**The EEF states** "The overall impact of enrichment activities on academic achievement tends to be positive, but small" We believe at Testwood that cultural experiences do have a positive impact on students and they contribute to the awareness and knowledge of students have on national, world-wide and historical culture. They also support good attendance and thereby attainment	2, 3, 6
Alternative provision support	**DfE states "**The Government strongly believes that every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country. AP plays a critical role in making this happen. It provides support to children at challenging moments in their lives and each placement has the potential to transform a child's life chances." Throughout the course of last year, an increased number of students received an alternative provision as part of their support plan in school.	1, 2,3
Interventions targeted to improve Year 11 Attendance Incentives include: Queue Jump Voucher Prom payment	Year 11 cohort historically has had poor attendance and in line with national and county guidance – **working together to improve attendance** – this approach has been used by schools visited by DHT & Attendance Officer where it has proven success Evidence proves that improved attendance supports improved academic outcomes, mental health and well-being	2, 3

Total budgeted cost: £305,057 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 2022 to 2023 academic year.

We have analysed our whole school performances and this also includes the performances of our disadvantaged students during the academic year 2022/23. This includes national performance data for Key Stage 4 and our own internal assessments for Key Stage 3.

Year	Measure	PP	non-PP
7	%age at or above target pathway at end of the year (Progress)	61.8%	67.2%
	Average Point Score at end of year (Attainment)	32.1	42.95
8	%age at or above target pathway at end of the year (Progress)	61.3%	64.3%
	Average Point Score at end of year (Attainment)	36.77	42.69

Year	Measure	PP	non-PP
9	P8 scores at the end of the Year	-1.43	-1.03
	A8 scores at the end of the year	29.08	38.59
10	P8 scores at the end of the Year	-2.00	-1.48
	A8 scores at the end of the year	24.72	36.18
11	P8 GCSE Results 2022/23	-0.97	-0.20
	A8 GCSE Results 2022/23	34.16	45.02

For 2023, the Progress 8 score (which is the measure of how much progress students at Testwood made across 8 qualifications between the end of Key Stage 2 and the end of Key Stage 4, compared to other students nationally) for our disadvantaged students

was -0.97. The Attainment 8 (this is the measure of GCSE attainment across 8 subjects) was 34.16. This data demonstrates that their remains a gap between our disadvantaged and their non-disadvantaged peers.

We have compared our results to national figures to help measure the performance of our disadvantaged students. The national Attainment 8 score gap between disadvantaged and non-disadvantaged is 15.3 points; this measurement gap at Testwood is 10.86, slightly better than average. Testwood's Progress 8 gap of -0.72 validates are concerns that the performance of our disadvantage students fell below our expectations. During the academic year, our Progress 8 and Attainment 8 scores for our disadvantaged students were lower than the final position and this was concerning, so it was pleasing, to a degree, that the school saw some improvement in the summer with the GCSE examinations results.

The gap between the Progress 8 scores for the disadvantaged students and their nondisadvantaged peers widened by -0.3.

Through our observations, dialogue with families and the extensive work of our Attendance Officer, we believe that a number of families, including a higher percentage of disadvantaged than non-disadvantaged, are still struggling to come to terms with the impact of the COVID-19 pandemic. We are also dealing with an increased number of students and families who are reporting mental health issues and our pastoral support team are working to support these families. However, we do recognise the attendance gap is too wide and we will focus on reducing this gap to support the students, their families and the academic progress of these students.

2022/23

Year	Measure (2022/23)	PP	non-PP
7	Attendance	87.07%	93.72%
8	Attendance	84.37%	91.73%
9	Attendance	83.32%	92.66%
10	Attendance	79.01%	90.31%
11	Attendance	81.68%	86.3%

Year	Measure (2022/23)	PP	Non-PP

7	Number of persistent absentees	24	20
8	Number of persistent absentees	26	30
9	Number of persistent absentees	35	31
10	Number of persistent absentees	36	41
11	Number of persistent absentees	35	65

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
Online education packages	Greenwood Online Learning Provision
	Academy 21