Testwood School

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	857 (17/12/24)
Proportion (%) of pupil premium eligible pupils	31.3%
Academic years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	18th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Webber
Pupil premium lead	Mrs Magee & Mr Gilbert
Governor / Trustee lead	Mrs Sillence – Linked Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270,118.75
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	£0.00

Part A: Pupil premium strategy plan

Statement of intent

Our values of caring, inclusive and ambitious are for all students. 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 pupils achieve equally well relative to their starting points.

The Pupil Premium strategy is based on high aspirations of our disadvantaged students, targeted academic intervention and individualised pastoral support to break down any barriers to learning and achieving academic excellence.

High-quality teaching is at the heart of our approach with a specific focus on strategies at a whole-school level as well as tailored support. Ensuring all pupils are actively engaging in learning and fully participating in lessons is a major focus on our strategy.

Through research, diagnostic assessments and close monitoring of our Pupil Premium students, we will ensure that pupils are given the tools to be able to develop and improve their attainment. We believe in a whole school approach with everyone playing their part in ensuring strong outcomes for disadvantaged pupils.

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Challenges

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

Challenge number	Detail of challenge
1	**Achievement** Termly data drops provide evidence of the learning gaps between the Disadvantaged and Non-Disadvantaged pupils in terms of progress. The attainment (progress scores) of our disadvantaged pupils across the board is generally lower than that of their non-disadvantaged peers in all year groups. These gaps need to be addressed so our pupils do not fall further behind their peers.
2	**Attendance** Our attendance data confirms that attendance among our disadvantaged pupils is lower than their peers. Our assessments and outcomes indicate that poor attendance significantly impacts students' attainment negatively.
3	**Reading** Reading tests indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This causes challenges in accessing the curriculum, motivation and engagement in learning.
4	**Social and emotional needs** Our assessments, through observations and discussions with pupils and families have identified a significant reduction in the engagement and attendance in school for all pupils, including disadvantaged students. This is mainly attributed to social, emotional and mental health difficulties.
5	**Aspiration** Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.

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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
Improve Achievement: To reduce the progress gap (P8) between disadvantaged pupils and their non-disadvantaged peers	GCSE outcomes indicate a closing of the gap in attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils below that of all pupils nationally. Disadvantaged pupils' attainment is improving in at least some year groups, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16
Improve Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: Attendance figures show that the gap between PP and non-PP pupils is diminishing. Disadvantaged pupils' attendance is at least in line with the national average for disadvantaged pupils.
Improve Reading: *To improve reading comprehension among disadvantaged pupils across KS3*	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.

Improve Student Wellbeing and Engagement: 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.
Build Aspiration and Positive Engagement: Providing a range of opportunities for pupils to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.	Sustained improvement of aspirational levels based on career aspirations from Year 7-11 from 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 and provide opportunities to complete meaningful work experience • Opportunities to engage in experiences outside of the classroom which relate to future aspirations

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: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in the SSAT Embedding Formative Assessment.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF indicates impact of +6 months when implemented effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	**1, 2 & 4**

Staff training – Curious not Furious. Empowerment approach training	The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	**1 &**
Whole school policy on Focus 3 in each class.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. All staff focus on three key individuals in their classes to provide first feedback, focus questioning, access to revision materials, accessible seating and raising their learning profiles. See Appendix 1 **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**	**1**
Targeted in class interventions following termly progress checks.	Termly data analysis using 4Matrix of progress data allows Curriculum Leaders and class teachers to provide targeted in class interventions to ensure pupils have mastered skills and knowledge before moving on. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	**1**
Additional staffing capacity in English, maths and science used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition.	The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Finding show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	**1 & 3**
Promote effective literacy through whole school strategies and individual reading support.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	**1 & 3**

	Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach pupils how to read, write and communicate effectively in their subjects. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1734533314	

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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and/ or small group tuition in English, phonics and maths.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	**1 & 3**
Additional teaching and targeted support through early morning, after school and holiday intervention sessions.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The EEF states that extending school time has an average impact of three months' additional progress over the course of a year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	**1**

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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the capacity within the Pastoral Support and Attendance Teams. This is a continued focus for this academic year with staff dedicated to improving the attendance and emotional wellbeing of our disadvantaged pupils	All schools have a continuing responsibility to proactively manage and improve attendance across their school community. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	**2 & 4**
Maintaining the Safeguarding Manager role has increased the effectiveness of removing barriers for disadvantaged pupils	All schools are expected to: Support pupils and parents by working together to address https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf any in-school barriers to attendance.	**2 & 4**
Increase the time allocation of PSHE to deliver health and wellbeing lessons	School and college based programmes of social and emotional learning have the potential to help young people acquire the skills they need to make	**2 & 4**

	good academic progress as well as benefit pupil health and wellbeing https://assets.publishing.service.gov.uk/media/614cc965d3bf7f718518029c/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	
Uniform and hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress. All schools are expected to: Support pupils and parents by working together to address any in-school barriers to attendance. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	**2 & 4**
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extracurricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement. Targeted opportunities for pupils tracked by SOCS.	**1, 2 & 5**
ICT provision to support the learning of disadvantaged students to reduce the digital divide and associated barriers to learning.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home. Extended hours in the Learning Resource Centre support this strategy.	**1 & 2**
High quality, regular and aspirational careers guidance and targeted support to ensure all disadvantaged pupils are supported in	Evidence over many years in school suggests that students who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP students help to identify and address	**1, 2 & 5**

making choices for future employment, education or training	barriers as part of wider support strategies.	
Specialist pastoral support through ELSA intervention.	Engagement with ELSA support helps to improve attendance and engagement with school.	**1, 2 & 4**
Rewards and recognition to positively reinforce and incentivise good attendance	Positive feedback strengthens relationships and engagement and reinforces positive attendance. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	**1 & 2**

Total budgeted cost:TBC

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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 to 2024 academic year.

GCSE outcomes 2023-2024 indicate a decrease in attainment and progress 8 for disadvantaged pupils in comparison to students national; disadvantaged pupils' have shown promise in some subjects. Such subjects are; Art, Drama, Dance, Photography and Religious Studies.

The summer term data and GCSE results were as follows:

Year	Measure	PP	Non – PP	Difference +/-
7	% at or above target pathway at end of the year (Progress)	63%	73%	-10%
	Average Point Score at end of year (Attainment)	39.17	47.5	-8.33
8	% at or above target pathway at end of the year (Progress)	62%	66%	-4%
	Average Point Score at end of year (Attainment)	30.84	45.94	-15.1
9	P8 scores at the end of the Year	-1.22	-0.89	-0.33
	A8 scores at the end of the year	26.95	34.23	-7.28
10	P8 scores at the end of the Year	-1.07	-0.41	-0.66
	A8 scores at the end of the year	27.12	40.01	-12.89
11	P8 scores at the end of the Year	-1.52	-0.82	-0.7
	A8 scores at the end of the year	24.95	38.53	-13.58

For 2024, the Progress 8 score for our disadvantaged pupils was -1.52 an increase from last year by – 0.55. The Attainment 8 was 24.95. This data demonstrates that their remains a significant gap between our disadvantaged and their non-disadvantaged peers.

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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 12.8 points; this measurement gap at Testwood is 13.58, slightly lower than national scores. Testwood's Progress 8 gap of -0.7 validates our concerns that the performance of our disadvantage pupils fell below our expectations. During the academic year, our Progress 8 and Attainment 8 scores for our disadvantaged pupils 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 pupil premium pupils and their non-disadvantaged peers decreased by 0.02.

In other years, whilst there is still a gap in all year groups, the gaps ins year 8 and 9 show some promise that the gap can be decreased. For example, in Year 8 76% of students are on or above average in English compared with 80% of non-pupil premium pupils. The gap is also decreasing in subjects like; computing, geography, art and music.

Attendance 2023/24

Year	Measure (2023/24)	PP	non-PP
7	Attendance	85.99%	94.01%
8	Attendance	82.77%	91.85%
9	Attendance	81.06%	89.54%
10	Attendance	80.28%	92.04%
11	Attendance (until end of July)	63.57%	82.22%

Year	Measure (2023/24	PP	Non-PP
7	Number of persistent absentees	20	17
8	Number of persistent absentees	19	29
9	Number of persistent absentees	26	39
10	Number of persistent absentees	31	20
11	Number of persistent absentees	52	101

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Attendance among disadvantaged students remains below the national average and requires targeted improvement to close the gap. While some progress has been made since 2023, with marginal increases in attendance rates, the figures still fall short of expectations. Persistent barriers continue to impact attendance negatively. School leaders are working to address these issues through targeted interventions. Despite these efforts, sustained and coordinated action is needed to ensure that disadvantaged students achieve attendance rates comparable to their peers. Bridging this gap is essential for improving educational outcomes for our disadvantaged cohort.

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	Academy 21
Lexonik Leap	Lexonik
FFT Reading Quest	FFT