

Pupil premium strategy statement

This statement details our school's use of pupil premium (and the recovery premium for the 2023 to 2024 academic year) 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	Teesdale School
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	H. Zaheer
Pupil premium lead	E. Gargett-Gillens
Governor / Trustee lead	D. Radstock

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2023/24	£115,364
Recovery premium funding allocation 2023/24 only	£30,567
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	£145,931

Part A: Pupil premium strategy plan - Statement of intent

Teesdale School and Sixth Form is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. It is vital that we support our pupil's physical and mental health and wellbeing to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (eg text books / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil Premium and Recovery Premium Funding contribute to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1 to 1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concern and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes
- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

Challenges

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

Our assessments and observations indicate that the education, wellbeing and regular attendance of many of our disadvantaged pupils have been impacted by the pandemic and school closures, to a greater extent than for other pupils. These findings are supported by national studies.

Through our observations and discussions with pupils and families, we know that many pupils struggle with social and emotional issues and heightened anxiety and that this has been significantly exacerbated by school closures during 2019-2021.

Challenge number	Detail of challenge
1.	Some students need extensive pastoral support for a variety of reasons (exacerbated by the pandemic)
2.	Some students struggle to manage their behaviour (exacerbated by the pandemic)
3.	Our internal data shows that some pupils struggle to attend regularly, some are often late and some are persistently absent (exacerbated by the pandemic).
4.	Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work. (Executive function)
5.	Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning (exacerbated by the pandemic)
6.	Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework. (Executive function)
7.	Some students need individual tuition and/or teaching in small groups to enable them to achieve (exacerbated by the pandemic)
8.	Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential. Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, and this needs constant re-enforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.
9.	Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10.	Some students lack access to the internet and the use of computers to support their studies.

11.	Some students lack space to study with adult support
12.	Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13.	School uniform can cause significant challenges for some families.
14.	Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
15.	All pupils need the highest quality of teaching in every classroom. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.
16.	Some pupils need additional personal development so that they have the resilience to cope with every day challenges, form strong, positive relationships and are ready emotionally for key transitions (exacerbated by the pandemic)
17	Narrowing the attainment gap across Reading, Writing, Maths and Science

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
Pupils who are disadvantaged achieve well and at least in line with national averages at the end of Key Stage 4/5.	Progress 8 score of disadvantaged cohort is positive. SLT mentors in place to any students at risk of underperformance.
Attendance	Average attendance of disadvantaged cohort is in line with the national average or above.
Transition ready	Pupils complete transition matrix to assess and evidence readiness for post-16 progression. All students have transition plans in place in line with career development strategy.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF : Metacognition and Self Regulated Learning	15, 17
Staffing costs to provide coaching support and lead professional development.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	15
Deepen teacher’s understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	EEF : Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	12
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils are able to access the full curriculum and articulate their understanding.	EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools	9, 17
Learning resources: Expenditure on textbooks, revision guides and training to support bespoke subjects Expenditure on development and Maintenance of online learning platforms for pupils to support learning (POD/Teams/EASI/OneDrive/SharePoint)	EEF: Teaching and Learning Toolkit The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	10, 17

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic.</p> <p>Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.</p> <p>Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning. (This is a whole school priority that encompasses all pupils)</p>	<p>EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition</p>	<p>7, 9, 15, 17</p>
<p>In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged as appropriate.</p> <p>Revision guides and materials provided for PP students.</p>	<p>EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition</p>	<p>7, 15, 17</p>
<p>Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas.</p> <p>Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the library and Laurea Centre</p>	<p>EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools</p>	<p>7, 8, 9, 17</p>
<p>To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.</p>	<p>EEF : Mentoring</p>	<p>1, 6, 10, 11</p>
<p>To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.</p>	<p>EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools</p>	<p>7, 9, 15, 17</p>

Reintroduction of drama in KS3 to improve S&L, paired reading with Year 7/Year 10 to improve oracy, guidance sought from S&L referrals/ therapist for those most in need.	EEF – oral language interventions consistently show positive impact on learning	15
Provision and deployment of teaching assistants appropriately is essential to supporting learning ‘in the moment’ and being able to respond to pupils who need additional support to keep up and catch up.	EEF: Making Best Use of Teaching Assistants	6, 15, 17
Provision and staffing of safe spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	1, 16
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of Emotional Wellbeing Practitioner/employment of additional pastoral staff	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1, 5, 16

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

Budgeted cost: £64,931 (including KF wage as attendance officer)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families from the attendance team - attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown	3
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools	1, 2, 5, 16
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement) Provision of fitness activities / extracurricular for identified pupils to engage with sports and improve	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing in schools and colleges	1, 4 , 5, 13, 14, 16

their health and fitness. Provision for school uniform support/ subject equipment and fulfilment of Government food voucher schemes.		
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Students attending after school sessions inc. Revision sessions, cookery clubs. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.	EEF: Guide to the pupil premium	6, 8, 12, 14
Support for parents to become engaged with their children's learning through a range of activities including reading clubs / provision of cooking clubs to promote healthy eating / after school masterclasses / revision strategies / stress management techniques / meet the tutor evenings.	EEF: Parental Engagement	5, 8, 14
Ensuring all students are exam ready during mock and external examinations. Breakfast availability/examination preparation materials provision.	EEF: Guide to the pupil premium	1,4,6,14

Total budgeted cost: £145,931

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.

Review of outcomes in 2023-2024

Following disruption due to lockdown period during Y7 and Y8, our Y11 leavers for 2024 have performed strongly in their public examinations, with progress for PP students broadly in line with non-PP peers.

Data analysis from the 2024 outcomes demonstrates that PP students made progress between Autumn 2023 Mock Exams and Summer 2024 Exams in line with non-PP peers. Our internal Autumn mock data indicated that 23% PP eligible students would achieve strong passes in English and Maths and an overall progress 8 average of -0.86 . We used the outlined strategies above to improve these outcomes. Following quality-first teaching, highly skilled intervention and bespoke support, we are delighted to report that the external examination period attainment data indicates that disadvantaged students achieved an average A8 score of 43.9 and a **positive P8 score** of 0.08. In addition, the percentage achieving a strong pass in both English and Maths had risen to 41%, whilst 53% achieved a standard pass in English and Maths.

All pupils received bespoke support - both pastorally and academically – irrespective of their school stage; Key stage 3, 4 or 5. KS4 Pupil Premium eligible students were provided with the necessary revision resources and additional support in choosing their Post-16 next steps. As a result, now are aware of the destination of all KS4 students and can confirm all have entered further education, training or employment.

The deployment of pupil premium funding has been utterly crucial in supporting our pupils throughout the pandemic and ensuring a successful return to national examinations. All GCSE pupils with PP eligibility are provided with a full set of revision guides, revision materials and an appropriate calculator. Students receive these items at the beginning of their GCSE study in Year 10 and are supported with appropriate revision approaches ahead of their first mock examinations at the end of Year 10. During the external examination period in Year 11 and Year 13, the strategy of providing breakfast food and drink items has been received with very positive feedback. The impact of our attendance team is tangible in the fact that attendance for our PP eligible students is in line with the national average. We are confident that our teachers know our students very well and are aware of their individual circumstances, personalities and needs. Our work with vulnerable children goes well beyond an FSM/PP eligibility and we are proud of the community ethos of excellence that we strive for, irrespective of background or starting point.