

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	827 (24/11/22)
Proportion (%) of pupil premium eligible pupils	31%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Pitman Headteacher
Pupil premium lead	Mr Ward Assistant Headteacher
Governor / Trustee lead	Mrs Ford Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,076.00
Recovery premium funding allocation this academic year	£34,495.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,717.00
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	£305,288.00

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.

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 non-disadvantaged 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 following the pandemic. This was a significant focus in 2021/22 through the use of the National Tutoring Programme for those students whose education was impacted, including non-disadvantaged students. The whole school focus will continue to be in the forefront of our planning and decision making this year and onwards.

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 Worker, 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	Gaps in learning due to lockdowns and self-isolation periods resulting in significant difference in progress and attainment between disadvantaged

	<p>students and their non-disadvantaged peers. Research also indicates that disadvantaged students have been more adversely affected than their non-disadvantaged peers.</p> <p>Our internal assessments alongside the GCSE results, in combination with our observations suggest that some of disadvantaged families continue to be affected by the school partial and full-closures during the COVID-19 pandemic. These findings are supported by national studies.</p> <p>The attainment of our disadvantaged students across the board (subjects from the P8 scores) is generally lower than that of their non-disadvantaged peers.</p>
2	<p>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.</p>
3	<p>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</p>
4	<p>Due to Covid impacted face-to-face teaching over the last two academic years, Testwood School were not able to reach desired outcomes for the improvement of literacy levels across Key Stage 3 with our Accelerated Reader programme. This will have an impact on accessibility to GCSE courses</p>
5	<p>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.</p> <p>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.</p>
6	<p>Social and emotional needs: engagement and enrichment. Our assessments, through observations and discussions with pupils and</p>

	families have identified a significant reduction in the engagement and attendance in school enrichment activities by all pupils, including disadvantaged pupils during the last academic year.
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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
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: <ul style="list-style-type: none"> • an average Progress 8 score that shows a narrowing of the gap from 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • qualitative data from student voice, student surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils. • Reduced referrals for social and emotional interventions and support, particularly among disadvantaged pupils.

<p>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.</p>	<p>Sustained improvement of aspirational levels based on career aspirations from Year 7-11 by 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • 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
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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: £183,039

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. 2022/23 staff training will include key areas of the PSHE curriculum	<p>“Great teaching is the most important lever schools have to improve outcomes form their pupils.” (EEF COVID-19 Support Guide for School 2020).</p> <p>Teaching staff identified the need for staff development to raise knowledge and understanding of the pastoral curriculum.</p>	1
Monitoring programme leading on intervention strategies for underperforming students	We have found our weekly Extended-Leadership Team meetings support the progress and pastoral support for our disadvantaged students across Year 7 to Year 11	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will allocate professional development time within departments to focus on teachers’ subject area.	<p>“Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English”</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 3

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

Budgeted cost: £65,000

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 whose education has been most impacted by the pandemic and where 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.	<p>“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).</p> <p>“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.”</p> <p>“Tuition targeted at specific needs and knowledge gaps can be an effective 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</p>	1
Music tuition/peripatetic lessons	<p>Music chosen at KS4.</p> <p>High quality paired lessons with instrumental specialists.</p> <p>Increase confidence and engagement.</p>	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	<p>“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”</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity with the Pastoral Support Team. This needs to continue to be the focus for this academic year with the added role within the behaviour inclusion area of the support the school provides	The EEF COVID-19 Support Guide for School 2020 states that “additional support in the new year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning”	2, 3
<p>Staff training in mental health First Aid to support in house and sign posting for students.</p> <p>Staff training to include focus of the PSHE curriculum as part of the Pastoral Curriculum</p>	<p>We know from our own experiences but also the national picture, that young people are experiencing mental health and well-being difficulties as a result of covid, longer waiting times for services and the longer term impact of the pandemic.</p> <p>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</p>	2, 6

A Mental Health Lead	Embedding the principles of DFE Whole School Approach to promoting student mental health and wellbeing.	
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 2021/22 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	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

Total budgeted cost: £283,039

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 2021/22. 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)	70.5%	75.5%
	Average Point Score at end of year (Attainment)	43%	49.11%
8	%age at or above target pathway at end of the year (Progress)	72.3%	81.7%
	Average Point Score at end of year (Attainment)	43.65	54.59

Year	Measure	PP	non-PP
9	P8 scores at the end of the Year	-1.67	-1.62
	A8 scores at the end of the year	26.55	34.65
10	P8 scores at the end of the Year	-1.59	-0.94
	A8 scores at the end of the year	31.69	41.16
11	P8 GCSE Results 2021	-0.90	-0.21
	A8 GCSE Results 2021	31.86	48.21

For 2022, 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 -0.90. The Attainment 8 (this is the measure of GCSE attainment across 8 subjects) was 31.86.

However, the DfE has discouraged comparison of school's 2022 performance data with results from previous years. The reason behind this is that we can't say with any degree of certainty, what impact COVID-19 had and how to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

Validated data from 2019 states the national average P8 for disadvantaged students was -0.44. We have compared our results to national figures to help measure the performance of our disadvantaged students. The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. The national average for Progress 8 with disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15. This comparison validates our concerns that the performance of our disadvantaged 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 non-disadvantaged peers also increased. This did not surprise us as a school as national figures and national literature as suggested this would be part of the COVID-19 pandemic legacy.

Absence amongst our disadvantaged students was lower than the 2020/21. 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 large and we will focus on reducing this gap to support the students, their families and the academic progress of these students.

2021/22

Year	Measure	PP	non-PP
7	2021/22 Attendance	85.7%	93.5%
8	2021/22 Attendance	84.6%	93.2%
9	2021/22 Attendance	80.5%	90.2%
10	2021/22 Attendance	87.4%	92.5%
11	2021/22 Attendance	75.1%	86.0%

Year	Measure (2021/22)	PP	Non-PP
7	Number of persistent absentees	23	17
8	Number of persistent absentees	34	20
9	Number of persistent absentees	33	40
10	Number of persistent absentees	19	24
11	Number of persistent absentees	28	52

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium is focused on supporting the pastoral needs of our students. For example students are entitled to 25% contribution toward enrichment activities and opportunities. The school also seeks to encourage open communication with parents of Service students to help support their learning. Parents know their children best and are vital to the work of this school in supporting them. To this end the service premium is used to support the work
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium eligible students attendance for 2021/22 was 90.17% compared to 91.6% in 2020/21.

Taken from 2021/22 Statement – for reference only

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our previous Pupil Premium Strategy focused on improving academic outcomes for disadvantaged pupils. Therefore, the main focus of our Pupil Premium Expenditure was to support and further improve the progress and attainment of disadvantaged students, primarily in the Core Subjects of English & Maths. This took the form of additional small group teaching or through targeted support with individual students. Due to the context

of the Pandemic, the hours of targeted support for these small group sessions were significantly reduced. In addition, due to the context of the Pandemic, some disadvantaged students required additional pastoral support.

Our Centre Assessed Grades (CAGs) for 2021 demonstrated a reduction of the P8 gap between disadvantaged students and their peers from 2020 by 0.40. The gap is still a concern and a priority to reduce as it is -0.51. Another improvement from 'Basic' measures were % of pupil premium students making 4+ levels in English and Maths last year being 63%, an increase of 22%. Similarly with 5+ levels in English and Maths being 29% from 17%, an increase of 12%.

