

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.

Our Pupil Premium strategy statement is a rolling plan that is updated annually.

School overview

Detail	
School name	Twyford CE High School
Number of pupils in school	1633 (995 in Year 7-11)
Proportion (%) of pupil premium eligible pupils (Yr 7-11)	19.4%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mark Bedford (Headteacher) Phil Bennett (Co-Headteacher)
Pupil premium leads	Leondre Douglas (Deputy Headteacher) Jamie MacDonald-Brown (Head of Inclusion)
Governor lead (Chair of Curriculum Committee)	Susan Marson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166 118
Recovery premium funding allocation this academic year	£53 268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>Not yet published</i>
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	£219 386

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, particularly in EBacc subjects.

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 activities we have outlined in this statement are 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. 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. 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 wider school plans for education recovery, notably in its targeted support through additional school-led support and catch-up group for pupils whose education has been worst affected, including non-disadvantaged pupils. This year we will focus on additional study groups for students who have been identified as having fallen behind.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The barriers and challenges disadvantaged pupils face at Twyford are complex and varied – there is no single difficulty faced by all. We are a large secondary school in the highest 20% in terms of our size compared with all schools. We are also in the highest 20% of schools for the proportion of SEND pupils who have an EHC plan. We are close to the national average for the proportion of our students whose first language is not English and in the lowest 20% of school for the proportion of our students who are eligible for Free School Meals.

Challenge number	Detail of challenge
1	<p>Attendance and punctuality issues</p> <p><i>Our aim is for all students to have at least 96% attendance and punctuality rates of at least 98%. Where students fall below this, including disadvantaged students, the school has robust systems of monitoring and intervention to support and improve attendance.</i></p> <p><i>In the 2021-2022 academic year pupil premium student attendance rates (for Years 7-11) was 92.5%, and the non-pupil premium student attendance rates was 93.4%.</i></p> <p><i>In the 2022 -2023 academic year pupil premium student attendance rates (for Years 7-11) was 92.6%, and the non-pupil premium student attendance rates was 94.9%.</i></p> <p><i>In terms of punctuality, In 2021-2022, pupil premium students had a 97.9% punctuality rate, and non-pupil premium student punctuality was 98.6%.</i></p> <p><i>In 2022-23, pupil premium students had a 96.2% punctuality rate, and non-pupil premium student punctuality was 98.1%.</i></p>
2	<p>Low levels of literacy and numeracy</p> <p><i>The school recognises that strong levels of literacy and numeracy are vital for students' development across the curriculum. We also recognise that students who join the school with a reading age below 10 face a particular challenge in accessing the school curriculum. We also recognise that disadvantaged students are likely to join us in Year 7 with lower rates of literacy and numeracy than their peers.</i></p> <p><i>For example,</i></p> <p><i>In the 2021-2022 academic year, Year 7 and 8 had 15.7% of students assessed with a reading age below 10 when they joined the school at the start of Year 7. For pupil premium students, 27.4% had a reading age below 10. For non-pupil premium students 12.3% had a reading age below 10.</i></p> <p><i>In the 2022-23 academic year, Year 7 and 8 had 19.2% of students assessed with a reading age below 10 when they joined the school at the start of Year 7. For pupil premium students, 38.5% had a reading age below 10. For non-pupil premium students 13.1% had a reading age below 10.</i></p>
3	<p>Lack of engagement with their learning in school</p> <p><i>The school recognises the importance of students' engagement and enjoyment with their learning. We recognise too that a lack of engagement of students in lessons is likely to impact their progress.</i></p> <p><i>The school has a whole-school system of rewards and sanctions. We monitor positive engagement of students through a system of conduct points which allows us to track positive engagement in lessons (and extra-curricular activities).</i></p> <p><i>In 2021-2022, in Years 7-11 students received on average 495 positive conduct points across the year. For pupil premium students, the average was 525 positive conduct points. For non-pupil premium students, the average was 488.</i></p> <p><i>In 2021-2022, in Years 7-11 students received on average 34 negative conduct points across the year. For pupil premium students, the average was 57 negative conduct points. For non-pupil premium students, the average was 29. Negative conduct points are often linked to lack of homework/lesson prep.</i></p> <p><i>In 2022-2023, in Years 7-11 students received on average 540 positive conduct points across the year. For pupil premium students, the average was 552 positive conduct points. For non-pupil premium students, the average was 537.</i></p>

	<p><i>In 2022-2023, in Years 7-11 students received on average 45 negative conduct points across the year. For pupil premium students, the average was 75 negative conduct points. For non-pupil premium students, the average was 38. Negative conduct points are often linked to lack of homework/lesson prep.</i></p>																												
4	<p>Lack of study facilities at home</p> <p><i>The school recognises that disadvantaged students may have less access to study facilities at home. This includes both available space to complete homework as well as lack of access to electronic resources.</i></p> <p><i>A key indicator of this is the number of students who are issued with negative conduct points for missing or poorly completed homework and prep tasks.</i></p> <p><i>In 2021-2022, in Years 7-11, 7.57% of pupil premium students received more than 15 negative across the year for poor prep/homework. 2.53% of non-pupil premium students received more than 15 negatives for this.</i></p> <p><i>In 2022-2023, in Years 7-11, 11.9% of pupil premium students received negatives on more than 15 occasions across the year for poor prep/homework. 4.4 % of non-pupil premium students received the same.</i></p>																												
5	<p>Low self esteem</p> <p><i>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges also affect disadvantaged students with a related impact on their attainment.</i></p> <p><i>In 2022-2023 there were 152 students who received a period of mentoring support in school (Yr7-13). Of these, 31 were Pupil Premium students in Yr 7-11, and 121 were non-pupil premium students in Yr 7-11.</i></p> <p><i>This amounts to 15% of non-pupil premium students receiving mentoring and 16% of pupil premium students receiving mentoring support.</i></p>																												
6	<p>Lack of opportunities to engage in wider enrichment to support their learning</p> <p><i>The school recognises the importance of students' engagement and enjoyment with their learning. We recognise too that a lack of extra-curricular engagement of students in lessons is likely to self-esteem and progress.</i></p> <p><i>Records of engagement in wider learning were impacted by covid in 2020-2021, although our usual routine monitoring of this allows us to identify students who are less engaged in extra-curricular activities.</i></p> <p><i>In 2021-2022, 69% of pupil premium students in Year 7-11 received at least 10 positive conduct points for attendance at extra-curricular activities, compared with 73% of non-pupil premium students.</i></p> <p><i>From 2022- 2023 onwards we recorded wider learning participation as a % participation rate. See breakdown below for PP & Non-PP students.</i></p> <table><tr><td></td><td colspan="3">Twyford C of E High School</td></tr><tr><td></td><td>PP Students</td><td>Non-PP Students</td><td>All students</td></tr><tr><td>Year 07</td><td>100%</td><td>99%</td><td>99%</td></tr><tr><td>Year 08</td><td>98%</td><td>99%</td><td>99%</td></tr><tr><td>Year 09</td><td>95%</td><td>95%</td><td>95%</td></tr><tr><td>Year 10</td><td>71%</td><td>80%</td><td>79%</td></tr><tr><td>Year 11</td><td>82%</td><td>89%</td><td>88%</td></tr></table>		Twyford C of E High School				PP Students	Non-PP Students	All students	Year 07	100%	99%	99%	Year 08	98%	99%	99%	Year 09	95%	95%	95%	Year 10	71%	80%	79%	Year 11	82%	89%	88%
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<ul style="list-style-type: none"> • % of disadvantaged students entering EBAC is in line with whole school • Attainment 8 score is in the top FFT 5% for PP students • % achieving GCSE English and Maths is in top FFT 5% for PP students
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests for students identified with low reading ages on intake (<10 years) demonstrate improved comprehension skills among disadvantaged pupils in this cohort, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lesson looks and book scrutiny.
Improved attainment in internal assessments, particularly in English, Maths and Humanities subjects year on year	Mid-year (Q2) and end of year (Q4) assessments in subjects with a high demand in reading, writing and numeracy demonstrate improved scores amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantage peers. Teachers should also have recognised this improvement through engagement in lesson looks and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and lesson looks suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep and homework completion rates across all classes and subjects as well as students' participation in and understanding of the Retention & Recall (metacognitive) strategies taught and practised through the pastoral self-review programme.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from Health surveys, student voice, student and parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is minimal (<5%) • The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £87,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum programmes including - Additional groups in maths and English reducing class sizes, Literacy programmes, Numeracy programmes, Additional Maths support, Nurture Programmes	The money is used to ensure that our PP students are doing as well as others. We have an approach that expects all students to achieve, regardless of background. We have a focus on ensuring that all students are secure in the basics, English and maths and put funding into additional classes in each year group so that teacher to pupil ratios are reduced. We have also added in additional sessions for pupils whose levels of literacy and numeracy need extra support to bring them up to year group norms. End of year outcomes support this approach.	2,3,4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become learners that are more independent. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	2,3,4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund additional maths groups, including intervention support groups where necessary, and teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:	2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and a school-	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	2, 3

<p>wide instructional coaching focussed on each teacher's subject area. It will be rolled out first in English and the pastoral programme to help raise English attainment for disadvantaged pupils, followed by all subjects, each selecting the area of the literacy strategy that will be most impactful for their subject area.</p> <p>We will also fund additional literacy classes, in the timetable, for students with a reading age below 10 on entry.</p>	word-gap.pdf (oup.com.cn)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster groups, Tutoring Study groups, Easter revision classes, Lunchtime & after school HW clubs	The money is used to fund additional classes outside the timetable to support students who are underachieving or whose independent study habits are not secure.	2,3,4
We will fund the provision of study support, including staffing, (study club) as a daily after school provision for students less able to access technology or support at home. This is staffed by a teacher and gives students to access school resources and complete prep in a structured environment.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time <i>"Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)"</i>	2,3,4
We will fund intervention and support booklets for all subjects (produced by teachers to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to support consolidation of learning/ revision.	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3, 4

Adopting a targeted reciprocal 1:1 teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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	2,4
Funding for the Literacy group for students whose reading age is less than 10 on entry.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2

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

Budgeted cost: £98,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised educational day visits/ residentials and music lessons	Our experience at Twyford shows that students hugely benefit from the opportunity to take part in a wider enrichment programme to support their learning. Money is used to subsidise these types of experiences for students from disadvantaged backgrounds.	1,3,5,6
Pastoral Leads have a particular focus on students 'at risk' with additionally resourced behaviour consultant, school counsellor, and lead learning mentor.	<p>Money here is used to provide individual and group support to students whose learning is being hindered by factors other than their own study habits. We use strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.</p> <p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training</p> <p>https://youthendowmentfund.org.uk/toolkit</p> <p>https://youthendowmentfund.org.uk/toolkit/mentoring/</p> <p>https://youthendowmentfund.org.uk/toolkit/social-skills-training/</p> <p>https://youthendowmentfund.org.uk/wp-content/uploads/2021/03/YEF-INSIGHTS-BRIEF-Final.pdf</p>	1,3,5
School counsellors targeted towards those students with mental health concerns.	<p>Key findings from CCMH reports show that counselling services are effective in reducing mental health distress; depression and anxiety are the most common student concerns; and there has been an increasing trend in student uptake of counselling (CCMH, 2019)</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	1,3,5

Total budgeted cost: £219,386

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 2021 to 2022 academic year.

Attainment and progress data for Summer 2023

	Twyford CofE High School		
Year 11 GCSE outcomes Summer 2023	PP Students	Non-PP Students	All students
Number of students	33	155	188
% 4+ in English and Maths	76%	92%	89%
% 5+ in English and Maths	64%	85%	81%
% 4+ Maths	79%	92%	89%
% 5+ Maths	64%	85%	81%
% 4+ English Lang/Lit	91%	96%	95%
% 5+ English Lang/Lit	79%	94%	91%
EBacc Average Points Score	4.9	6.7	6.4
% Entered EBacc	79%	92%	89%
% Achieving EBacc (grades 9-5)	24%	74%	65%
Attainment 8	5.3	7.0	6.7
Progress 8 *	+0.0	+1.0	+0.8
Progress 8 English *	+0.2	+1.0	+0.8
Progress 8 Maths *	-0.3	+0.7	+0.5

*2023 national data is not available at time of publication. These figures were calculated based on 2022 national data. Due to Covid and the national reset of GCSE grades in 2023 to pre-covid levels we expect the overall Progress figures to improve when the national data is calculated.

Attendance and Conduct data for 2022-23

	Cohort	% Attendance (Yr 7-11)	% Punctuality (Yr 7-11)
Twyford	Non-PP	94.9%	98.1%
	PP	92.6%	96.2%

		Conduct Points (Average per student)	
		Achievement (Positive)	Behaviour (Negative)
Twyford	Non-PP	537	38
	PP	552	75

Quarterly monitoring of student outcomes (Yr 7-10 internal assessments)

We measure student outcomes in terms of the percentage of students who are 'on track' to meet their end of year target grade.

Twyford C of E High School					
Quarter 4		PP	Non-PP	Reading age <10 (on entry)	All
Year 07	No. of students	43	155	55	198
Year 07	Overall	56%	74%	62%	70%
Year 07	English	62%	68%	65%	66%
Year 07	Mathematics	33%	74%	38%	65%
Year 08	No. of students	53	149	22	202
Year 08	Overall	69%	76%	66%	74%
Year 08	English	60%	70%	64%	68%
Year 08	Mathematics	32%	58%	23%	51%
Year 09	No. of students	38	159	33	197
Year 09	Overall	65%	67%	65%	67%
Year 09	English	81%	73%	85%	75%
Year 09	Mathematics	62%	70%	36%	69%
Year 10	No. of students	34	164	35	198
Year 10	Overall	44%	57%	48%	55%
Year 10	English Language	33%	58%	40%	53%
Year 10	Mathematics	38%	58%	39%	54%

Wider learning engagement

We record student engagement with wider learning as participation rates. The figures below are from the 2022-2023 academic year.

	Twyford CofE High School		
	PP Students	Non-PP Students	All students
Year 07	100%	99%	99%
Year 08	98%	99%	99%
Year 09	95%	95%	95%
Year 10	71%	80%	79%
Year 11	82%	89%	88%

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