

GTS Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Great Torrington School
Number of pupils in school	825
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Bloodworth <i>Headteacher</i>
Pupil premium lead	Jacqueline Royse <i>Deputy Head teacher</i>
Governor / Trustee lead	Samantha Meeson <i>Pupil Premium Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,075
Recovery premium funding allocation this academic year	£26,689
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,221 pupil premium £37,263 recovery fund
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	£289,723

Part A: Pupil premium strategy plan

Statement of intent

GTS is committed to being a fully inclusive, safe school, that educates in a holistic manner, promoting the wider personal development of every young person equipping them to be global citizens. It will maximise pupil potential through providing opportunities, raising aspirations, and driving academic attainment.

Our ultimate objectives for our disadvantaged pupils are that they attain better than other disadvantaged pupils nationally and in line with their non-disadvantaged peers. We want our disadvantaged pupils to leave GTS with a broad cultural capital which will place them well to succeed in their future learning and endeavours.

Our current pupil premium strategy uses EEF and other research to identify the levers and active ingredients required to achieve our stated aims. It is focused on the ethos of an equitable education for disadvantaged pupils. We make sure that high quality evaluation and monitoring runs throughout our strategy ensuring that our implementation plans have the desired impact.

The strategy is broken down into...

- 1. Teaching : Strategies to ensure that there is high quality first teaching.*
- 2. Targeted Academic Support: Strategies to ensure that identified gaps in pupils' learning, skills and knowledge are addressed.*
- 3. Wider Strategies: Strategies to support mental health and wider wellbeing, careers and aspiration guidance and improve cultural capital.*

Challenges

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

Challenge number	Detail of challenge
1	All pupils to receive consistent high quality first teaching across the school as disadvantaged pupils make greater progress than their peers with high quality first teaching. All lessons must provide challenge and pace to maximise outcomes in all subjects.
2	Disadvantaged pupils are less likely to act upon the feedback they are given and subsequently produce work of the quality and standard that their prior attainment and CAT scores would suggest.
3	Disadvantaged pupils have a lower average reading age compared to their non-disadvantaged peers.
4	Disadvantaged pupils produced and engaged in less home learning during COVID lockdowns than their non-disadvantaged peers resulting in greater gaps in their learning.
5	There are less opportunities for disadvantaged pupils to engage in events that broadens cultural capital within north Devon. Disadvantaged pupils at GTS are also less likely to engage in these opportunities when they are available.
6	Access to suitable ICT equipment and a suitable working environment is a barrier to home learning for some disadvantaged pupils.
7	Attendance of FSM pupils is particularly low in comparison with non-disadvantaged, Ev6 and CIC peers.
8	At GTS Disadvantaged Pupils are more likely to suffer from SEMH concerns than their non-disadvantaged peers.
9	Disadvantaged pupils are more likely to be withdrawn from lessons, have internal exclusions/isolations and FTE than their non-disadvantaged peers: resulting in greater loss of in class learning.
10	Disadvantaged pupils have fewer clear ideas about their future career and are more likely to lack the knowledge of how to achieve their goals and aspirations than their non-disadvantaged peers.

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
<i>High quality teaching and learning maximises the achievement of Pupil Premium pupils through appropriate data driven instruction (DDI) and ensuring 100% engagement in learning using 'Teach Like a Champion' (TLAC) techniques.</i>	<i>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make positive progress.</i> <i>The attainment gap between Disadvantaged Pupils and Non-disadvantaged Pupils is narrowed.</i>
<i>High quality literacy interventions enable Disadvantaged Pupils to make rapid progress in their reading and comprehension.</i>	<i>Reading ages of Disadvantaged Pupils to reach age related expectations.</i> <i>The reading age gap between disadvantaged and non-disadvantaged pupils is narrowed.</i>
<i>High quality interventions, 1-2-1 and small group tuition enable Disadvantaged Pupils to make good progress</i>	<i>Disadvantaged Pupils make progress in line with their non-disadvantaged peers that have the same starting point.</i> <i>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is narrowed.</i>
<i>Pupils know how to utilise their independent study time appropriately to further their progress. Measured by homework submission, grades, attendance at revision clubs.</i>	<i>Pupils eligible for Pupil Premium in all years will have developed metacognitive and self-regulated strategies through direct instruction that enable them to make progress in line with their non-disadvantaged peers that have the same starting point.</i> <i>Pupils eligible for Pupil Premium in all years will achieve an increase in the number of rewards and decreased number of sanctions related to homework by the end of the year in comparison to the previous year.</i> <i>Attendance to Homework Hub will improve the quality and quantity of homework submitted by identified disadvantaged pupils.</i> <i>Pupils eligible for Pupil Premium in all years will have the ICT equipment they need to engage in independent/home learning.</i>
<i>Parents engage with all aspects of pupils' learning, are supported in assisting the pupils' independent learning and are proactive towards communication with GTS.</i>	<i>All parents/carers to be actively involved in their son / daughter's learning, resulting in improved attendance in comparison with the previous year for all disadvantaged groups.</i> <i>Parents of pupils eligible for Pupil Premium attend school functions, parents' evening, or meetings regarding their child's learning at least in line with the attendance of parents of non-disadvantaged pupils.</i>
<i>Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way.</i>	<i>Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them and all by year 11 will have received at least one IAG meeting.</i>

<p><i>Measured in number of pupils knowing career paths, pupils sanctioned and receiving praise. Number of disadvantaged pupils attending clubs, in teams and attending trips.</i></p>	<p><i>Pupils eligible for Pupil Premium in all years will achieve an increase in the number of rewards and decreased in number of sanctions by the end of the year in comparison with the previous year and be at least in line with their non-disadvantaged peers.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the percentage of Pupil Premium pupils in GTS.</i></p> <p><i>Pupils eligible for Pupil Premium in all years will have the appropriate counselling they require to help support identified SEMH needs.</i></p>
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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: £79,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLAC strategies fully embedded in all lessons and teachers supported with high quality CPD and coaching.	<p>The large impact a good teacher can make on a pupil's academic outcome is now well established: "For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole years learning". (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership) and Doug Lemov (Teach Like a Champion) in USA schools shows a marked improvement in outcomes where these strategies have been integrated</p>	1,2
DDI used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF.</p> <p>The work and research of Paul Bambrick-Santoyo (leverage leadership, Driven by Data 2.0) and Sarah Donarski (The research Ed guide to assessment) shows</p>	1,2,4

	a marked improvement in outcomes where these strategies have been integrated in the UK and USA	
Metacognition and Self-regulated learning strategies are taught through direct instruction and integrated to the relevant TLAC strategies supported by high quality CPD and coaching.	<p>EEF guidance report – Metacognition and self-regulation</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>Harry Fletcher-Wood – Habits of Success: getting every student learning</p>	1,2
Additional resources to support home learning in conjunction with class teaching.	<p>The EEF states in its Toolkit that</p> <ol style="list-style-type: none"> 1. Homework has a positive impact on average (=5 months), particularly with pupils in secondary schools 2. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. 3. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area) <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://www.pearson.com/uk/educators/schools/news/schools-blog/2017/09/improving-learner-outcomes.html</p>	1,2,4
Read aloud in place using the GTS Literary Canon in tutor period to improve literacy and cultural capital	<p>Reading Reconsidered – Doug Lemov et Al</p> <p>EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references)</p> <p>https://educationendowmentfoundation.org.uk/news/eeef-blog-reading-aloud-with-your-class-what-does-the-research-say</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> <p>Visit to Yate Academy where read aloud strategies at secondary were having positive impact on reading age and P8.</p>	3,5
Improve engagement in, outcomes in and GCSE MFL uptake through the employment of a Foreign Language Assistant (FLA).	A March 2021 TES article states that FLAs provide authenticity, linguistic support for pupils and teachers, motivation, and up-to-date cultural context. FLAs can also be a vital source of information on linguistic and cultural trends and provide insights into their countries' current affairs. They can also be an interlocutor that the pupils can relate to more easily, being far closer to their own age, who have recently gone through the same type of language exams. This can make a huge difference when it comes to getting students passionate about the	1,2,4,5

	<p>subject again. This viewpoint is also in the Teaching Schools Council Modern Foreign Languages Pedagogy Review.</p> <p>https://www.tes.com/news/modern-foreign-languages-MFL-language-assistants-are-critical-tool-classrooms</p> <p>https://tscouncil.org.uk/wp-content/uploads/2016/12/MFL-Pedagogy-Review-Report-2.pdf</p>	
Ensure the Quality Assurance cycle includes the progress, opinions, and outcomes of disadvantaged pupils	<p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,4
Attendance to pupil premium conference and support from Kingsbridge and Kyra Research schools to ensure GTS thinking is relevant and our planned activities are related to current research to ensure that they have impact.	<p>Staying abreast of current thinking and research only strengthens GTS' ability to reflect on, monitor and evaluate its Pupil Premium Strategy.</p> <p>The EEF holds the remit to provide research-based information on improving the outcomes for disadvantaged pupils. The role of the Research schools is to help schools enact the EEF findings.</p>	1-9
Ensure high quality staff are recruited with the right subject knowledge and expertise and all staff receive high quality appropriate CPD focussed on teaching and Learning and Subject Knowledge Enhancement.	<p>For poor pupils [disadvantaged pupils] the difference between an excellent and a bad teacher is a whole year's learning. (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil Premium states in its 3rd key principle that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020)</p>	1

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

Budgeted cost: £102,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
360 reviews for all disadvantaged pupils in place, regularly reviewed and shared with teachers.	<p>Newton Abbott Academy – Addressing a Large disadvantaged gap in a secondary school - 19th March 2019 Babcock conference</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Sommervale School Specialist Media Arts College, Midsomer Norton Schools Partnership.</p>	1-10
Entry Level groups in year 10 and 11 English, maths and science.	<p>Allowing small groups (under 10) of pupils to be entered for a qualification that matches their ability, SEMH and SEND needs and facilitates their post-16 pathways.</p> <p>We have run these groups at GTS for a few years and have seen an increase in attendance and outcomes for pupils on these pathways compared to pupils with the same starting points in previous cohorts</p>	1,2,3,4,7,8,9
Enrichment and Intervention period relaunched to ensure disadvantaged pupils get relevant intervention and broad exposure to cultural capital.	<p>In 2016 GTS was awarded both the DFE Character Award and Pupil Premium Award for its enrichment and intervention period. The period broadens pupils' cultural capital whilst also facilitating small group subject-based interventions for pupils and high quality CPD for staff in termly blocks.</p> <p>https://www.gov.uk/government/news/schools-and-organisations-recognised-for-instilling-character</p> <p>https://www.gov.uk/government/news/pupil-premium-awards-finalists-announced</p>	1,2,3,4,5,7,8,9,10
How to revise session run to support parents' in helping their child revise and prepare for GCSEs.	<p>The EEF Working with parents to support children's learning guidance report in its summary of recommendations number 2 'provide practical strategies to support learning at home'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p>	2,4
School-led tutoring as 1-2-1 or small group where need is identified through progress checks, PEP or SEND review.	<p>DFE: School-Led Tutoring guidance (Sept 2021)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</p>	4

	<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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Fully or partially subsidised peripatetic music Lessons for pupils of all years.	<p>The EEF states that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught to boost academic achievement for those eligible for the pupil premium. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4,5
Lexonik intervention for all pupils in years 7-8.	<p>The EEF Guide to the Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Staffordshire University Academy case study into the use of Lexonik. https://lexonik.co.uk/project/staffordshire-university-academy/</p> <p>Visit to Penrice Academy to see Lexonik in practice GTS research project into long- and short-term improvement in reading age based on WRAT testing.</p>	3
Ruth Miskin Read Write for Success (RWFS) for identified pupils from CAT/NGRT.	<p>The EEF Guide to Pupil Premium states in its case study of Dixons Kings Academy that a particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and often related to socio-economic class. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Ruth Miskin, RWFS has been long established at GTS and we have evidence of the improvements this phonic based course has on non-secondary ready pupils with a reading score below 85. https://www.ruthmiskin.com/en/</p>	3

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

Budgeted cost: £112,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil coaches are the Key workers for all disadvantaged pupils	<p>The EEF Working with parents to support children's learning guidance report in its summary of recommendations number 2-4 work well when directed through a single point of contact for the parent. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>SW learning context case studies: improving the performance of disadvantaged pupils (disadvantaged pupils SW sector ABC project. Case study: Glenmoor and Winton Academies, United Learning Trust.</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) stated that disadvantaged pupils need an advocate and discussed the need for strong parent/carers school relationships. 'Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way. Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p>	2,4,6,7,8,9, 10
Technical support and ICT equipment available for home learning and in school	<p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) stated that lack of access to digital technologies and skills has a significant impact on the progress of disadvantaged pupils.</p>	6
Wider Pastoral Support available to provide additional support for pupils struggling with SEMH and a trained Counsellor available for mental health support.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	8

Careers Advisor and co-ordinator support to ensure all disadvantaged pupils make informed decisions on their post-16/14 options	<p>The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged pupils</p> <p>https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf</p> <p>https://committees.parliament.uk/writtenevidence/5757/pdf/</p> <p>Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility</p>	10
Fiscal support for DT/catering, uniform and ready to learn equipment, wider experiences to ensure equity of provision	Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged pupils (Nat. PP conference 2020) states that lack of equity in provision is probably the single most factor affecting the socioeconomic enhancement of disadvantaged pupils.	6,7,9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 292,650

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 2020 to 2021 academic year.

In 2020/2021 GTS had 5 desired outcomes for pupil premium pupils. I will evaluate each in turn.

1. Improved feedback enables pupils to present their work smartly and make rapid progress in their work.

Our success criteria were pupils eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Pupils eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.

Books were not routinely used in 2020/21 due to the GTS covid risk assessment. As such feedback was not commonly on pupil work. Instead, many departments used one-note where pupils received live feedback on their work, which encouraged pupils to improve immediately or produced feedback reports for pupils to use to improve their work. Many pupils also received and sent emails to their teachers thus engaging in a dialogue regarding improvement of their work. The exact numbers of disadvantaged pupils that did not engage in home learning is given in point 3. This would infer that disadvantaged pupils did receive less feedback than their non-disadvantaged peers.

In the academic year 2021/22 as subjects return to exercise book the need to ensure high quality teaching using TLAC techniques returns will be monitored by learning walks, book looks and the whole school quality assurance cycle. It is more widely acknowledged that feedback can take many forms i.e. verbal, written, whole class and individual, what is imperative to pupils' progress is that the feedback is acted upon either in DIRT or evidenced by the progress that the pupil is making in their learning.

However, data from the summer term on all year groups (shown below) does show that disadvantaged pupils made progress in line with their peers in years 7 and 8 demonstrating that the success criteria was met for these year groups. However, with a gap beginning to form in year 9, which widened into years 10 & 11, less success has been made in these year groups. More targeted interventions with specific feedback and opportunities to embed learning will be required in 2021/22 academic year in these year groups to ensure that disadvantaged pupils close the attainment gap.

Year 7 %	No. in grp	BLW	WTS	EXS	GDS
Overall (non-PP)	123	4.3%	18.8%	59.9%	17.0%
Overall (PP)	61	4.5%	18.1%	60.9%	16.4%

Year 8 %	No. in grp	BLW	WTS	EXS	GDS
Overall (non-PP)	116	5.8%	26.9%	56.9%	10.4%
Overall (PP)	34	7.6%	28.6%	54.7%	8.9%

Year 9 %	No. in grp	BLW	WTS	EXS	GDS
Overall (non-PP)	111	8.9%	24.8%	54.8%	11.5%
Overall (PP)	39	12.1%	26.6%	52.4%	8.9%

Year 10	No. in grp	p8 (based on 2019)	Att 8	En/Ma 5+	En/Ma 4+
Overall (non-PP)	119	0.01	48.27	43.7%	63.9%
Overall (PP)	31	-0.48	38.31	32.3%	54.8%

Year 11	No. in grp	p8 (based on 2019)	Att 8	En/Ma 5+	En/Ma 4+
Overall (non-PP)	108	0.71	53.84	51%	78%
Overall (PP)	37	-0.20	36.53	16%	41%

Year 11	No. in grp	p8 (FFT 2021)	Att 8	En/Ma 5+	En/Ma 4+
Overall (non-PP)	108	0.37	53.84	51%	78%
Overall (PP)	37	-0.51	36.53	16%	41%

2. Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way. Measured in number of Pupils knowing career paths, Pupils sanctioned and receiving praise. Number of PP Pupil's attending clubs, in teams and attending trips etc

Our success criteria were pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them will achieve an increase in the number of rewards and decreased number of sanctions by the end of

the year. Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams, and trips at least in line with the % of Pupil premium Pupils in GTS

Only 1 of the 37 disadvantaged pupils in Year 11 failed to start a post 16 course of learning in September 2021. They did commence a course in October 2021. All Year 11 disadvantaged pupils had a minimum of 1 IAG meeting, with many having multiple meetings and follow up phone calls. The CEE0 organised the largest FE colleges to come to GTS in the summer term and supported pupils completing their online applications and zoom interviews. These strategies have been successful despite COVID and we will continue to follow the same approach in 2021/22.

Trips, visits, clubs and sports representation were all suspended in 2020/21 due to the ongoing Covid pandemic and as such disadvantaged pupils were not able to represent GTS. Participation will be monitored in 2021/22 to ensure that participation numbers resume to their pre-pandemic levels.

The exception to this was Chess which all KS3 pupils partook in during the Spring Term as part of their enrichment programme. This did prove very successful with a significant proportion of disadvantaged pupils taking part, and in line with the % of the school cohort. These pupils continue to attend chess club in 2021/22.

The breakdown of 2020/2021 Rewards and Consequence points is given in the following table.

Year group	7	8	9	10	11
% Rewards awarded to disadvantaged pupils	28%	17%	20%	18%	18%
% Consequences awarded to disadvantaged pupils	45%	41%	30%	47%	38%
% Disadvantaged pupils in the year group	32.8%	23.7%	27.1%	21.2%	25.5%

The table clearly demonstrates that whilst the number of rewards given is roughly in line with the percentage of disadvantaged pupils, they are receiving a disproportionate number of consequence points. This is because of disadvantaged pupils being more likely to engage in behaviours that earn them more consequence points, i.e. withdrawal

from lesson for disruption to learning, failure to attend detentions etc as opposed to the number of incidents which is similar to their non-disadvantaged peers. However, the data would infer that we do need to ensure that staff are proportional in their awarding of consequence points and sanctions and that there is no extrinsic bias. The pastoral teams will continue to monitor the number of consequence points and negative behavioural incidences following the procedures set out in the school behaviour policy.

3. Pupils know how to utilise their independent study time appropriately to further their progress. Measured by homework submission. Grades, attendance at revision clubs, improved drop off, of predicted grades for PP in the lead up to exams and final results.

Our success criteria were pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium are making positive progress.

In 2021 GTS engaged with the National Tutoring programme and provided tutoring for 75 pupils. These sessions were initially designed to be face to face. There were significant issues in securing an English tutor, with two resigning from the agency. We moved to remote tutoring for English and year 9 and 10 pupils accessed remote tutoring from within the school day during E&I. Total attendance to all was 51% with 72% of pupils engaging with tutoring. We have reflected that having the sessions as part of an extended school day did result in lack of engagement, coupled with the DFE decision to move to Teacher Assessed Grades for GCSEs meant year 11 pupils were less inclined to show up and we saw a significant drop in attendance after half term in the summer. Year 10 pupils had to move to remote learning for 2 weeks due to a covid outbreak in the second summer half term and subsequent attendance to NTP tuition also declined as rates of COVID in the area increased. Qualitatively, pupils that attended regularly felt it was valuable and helped fill gaps in their learning where they had consistent tutoring and had a good relationship with their tutor.

We have reflected that with the new school-led tutoring guidance it would be more beneficial for GTS to employ tutors that our pupils already have relationships with and where possible, provide this support within the school day. In 2021/22 we are prioritising children in care, previously looked after children and pupils in receipt of free school meals as data analysis indicates that these pupils are furthest behind their peers.

Data shown in target 1 is also applicable here clearly showing that the gap in attainment increases from year 9. The table below shows the percentage of lessons not attended by pupils remotely during lockdown 2 and the proportion of which were by disadvantaged pupils. The data clearly shows that on average disadvantaged pupils proportionally missed more lessons. However, this is static across the year groups and is unlikely to be the main contributing factor to the divergence in underachievement observed from year 9.

Year group	7	8	9	10	11
Total number of missed lessons	2274	1753	2572	2892	2991
Total number of lessons missed by disadvantaged pupils	934	691	1071	931	1063
% Of lessons missed by disadvantaged pupils	41%	39%	42%	32%	36%
% Of disadvantaged pupils in the year group	32.8%	23.7%	27.1%	21.2%	25.5%

When attendance to school is considered (see the table below), we can clearly see that attendance in years 9 to 11 drops significantly for free school meal and disadvantaged pupils greater than their non-disadvantaged peers, and it is this that is more likely to be causing the divergence in attainment than lack of engagement in home learning. Therefore, we have agreed that attendance of disadvantaged pupils, and particularly FSM pupils needs to be a focus of the new pupil premium strategy over the next three academic years.

Average attendance in %	Year 7	Year 8	Year 9	Year 10	Year 11
Not disadvantaged	95	95	94	91	89
Disadvantaged	90	89	81	77	84
FSM	87	87	71	78	77

4. High quality teaching and learning maximises the achievement of Pupil premium Pupils through appropriate data driven planning and TLAC delivery.

Our success criteria were pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium are making positive progress.

Data shown in target 1 is also applicable here. We have not been successful in closing the gaps in attainment in all year groups. 2021 FFT Exams analysis of the average point score of pupil progress from the Teacher Assessed Grades shows that disadvantaged pupils have a substantial progress gap in most subjects. This has increased over the last two years (See table below). Whether this is due to extrinsic bias is hard to determine as both CAG and TAG processes were robust. Attendance of our disadvantaged pupils during the covid pandemic has reduced and it is fair to suggest that this will have had an impact on outcomes in year 11.

Subject	FFT Average Pupil Progress score:
	Gap
GCSE English Literature	-0.85
GCSE English Language	-1.15
GCSE Mathematics	-0.39
GCSE Science – Double Award	-0.41
Science – GCSE Biology	-1.28
Science – GCSE Chemistry	-1.23
Science – GCSE Physics	-1.07

MFL – GCSE French	-1.17
MFL – GCSE Spanish	+0.13
GCSE History	-0.90
GCSE Geography	-1.05
GCSE PE	-1.98
GCSE Art	-1.15
GCSE Design Technology	-1.47
GCSE RE	-0.09
CNAT Level 1/2 iMedia	-0.43
Eduqas Level 1/2 Hospitality & Catering	-1.08
RSL Level 1/2 Music Performance	-0.91
RSL Level 1/2 Performance Skills	-0.86

GTS has adopted the PASpro system to aid incremental coaching of 'Teach Like A Champion' (TLAC). All teaching and Learning CPD sessions have had a focus on TLAC. Observations clearly showed that staff were adopting the strategies, and these were having impact on the techniques they were utilising in lessons but were yet to translate into improvements in pupil outcomes. However, It is of course difficult to ascertain that if TLAC strategies had not been adopted if the gaps in attainment would have been even greater as we did not use a control group to compare outcomes.

The Spring Term covid lockdown has delayed the full impact of TLAC and further work is planned in 2021/22 to embed the strategies and support new staff in its implementation as qualitative evidence from staff and pupils is that it is making improvements to the learning experience at GTS.

Data Driven Instruction is being launched in 2021/22 to help address identification of gaps and data driven planning through reteach. The research would indicate that this will help close the attainment gap, whilst raising outcomes for all pupils. We have chosen not to use a control group as we want all pupils to benefit from this strategy even though it will make quantitative evaluation of impact difficult.

Attendance to parents' evenings in %	Year 7	Year 8	Year 9	Year 10	Year 11
all	59	64	67	56	60
Not disadvantaged	68	74	77	63	68
Disadvantaged	41	31	41	31	37
FSM	31	32	26	26	27

5. Parents engage with all aspects of Pupils learning, are supported in assisting the Pupils' independent learning and are proactive towards communication with the GTS.

Our success criteria were for all parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.

All disadvantaged pupils were contacted weekly during the lockdown by their pupil coaches and these interactions were logged. This enabled pupils to be supported in their learning and to have access to the correct ICT. Several pupils were invited into school and choose to attend rather than remote learn.

The table in target 3 showed the percentage attendance for each year group, disadvantaged pupils, and those in receipt of FSM. Again, the evidence presented in target 1, alongside the evidence in target 4 is applicable to this target in terms of the identified success criteria. In 2020/2021 All parents' evenings were moved to virtual events. Attendance at parents' evenings is given in the table below.

If we include figures for parents that attended PEPs or EHCP annual reviews the figures do improve, especially for pupils in receipt of FSM.

Attendance by parent/carer to at least one event/meeting regarding pupil performance in %	Year 7	Year 8	Year 9	Year 10	Year 11
Disadvantaged	47	40	48	38	50
FSM	36	44	32	26	50

Pupil outcomes do show a divergence between disadvantaged pupils and their non-disadvantaged peers from year 9. As already mentioned, this does mirror the divergence in attendance figures in those year groups. The two tables above would also indicate that lack of attendance to parents' evenings and meetings is an issue for the parents/carers of FSM and disadvantaged children, however it does not get substantially worse across year groups and actually improves in year 11. This would suggest that lack of attendance to school is the biggest contributing factor to the attainment gap between disadvantaged and non-disadvantaged pupils and strategies to help parents/carers to support their child in attending and the school to look at alternative strategies to fixed term exclusions, such as increasing the use of internal exclusions, 360 reviews so that all staff know the barriers to learning for our disadvantaged pupils and promoting the strategies outlined in the EEF guide to meta-cognition and self-regulated learning.

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
National Tutoring Programme	Teaching Personnel
Lexonik Advance/ Lexonik Leap	Lexonik
Next Steps South West	CSW group
Future Me	Articulacy

Service pupil premium funding (optional)

At GTS we have 8 service children in attendance.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil premium grant for service pupils is spent within the full pupil premium grant and is outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	Please see the review above.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team, and our own SEMH hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Chess, The Duke of Edinburgh's Award, 10 Tors, sports teams, Warhammer society, musicals, Rotary Youth Events eg. Youth Speaks, Young Chef, Young Photographer), will focus on building life skills such as confidence, resilience, and socialisation skills. Disadvantaged pupils will be encouraged and provided financial and moral support to participate.
- GTS is one of the schools that is supported by Next Steps South West to provide additional support and mentoring to disadvantaged pupils that have the academic ability to go to university and would be first generation academics. Pupils are initially identified in year 8 and activities follow them through the remainder of their time at GTS. Next Steps South West also provide the Articulacy Future me course which groups of 15 disadvantaged pupils attend for 1 week to improve their confidence in presentation skills and their knowledge of Higher Education.
- We have an extensive transition programme for all our pupils which starts with the year 5 day and open evening. We have a weeklong transition in year 6 which incorporates 2 nights on camp and half a week in school based activities. There is also extended transition for pupils that have SEND/SEMH or other identified needs that suggest they would benefit from more time spent at GTS prior to starting in September.
- Learning Support Assistants are deployed to work with pupils identified as having SEND. The support provided takes the form of in class support, small group and 1-2-1 interventions/mentoring. Pupils eligible for pupil premium represent a higher proportion of pupils with SEND than would be indicated by their 25% of the cohort.
- Homework hub runs for all pupils 2 nights a week. Specific pupils are targeted to attend if they are not completing homework. The EEF states in its Toolkit that,

‘some pupils may not have a quiet space for home learning- it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Pupils can also go to the library before school, at lunchtime and after school every day, to complete homework in a quiet space with access to ICT.

- As part of the SWIS (Social Workers in Schools) project GTS has a social worker attached to the school who is working full-time with pupils from GTS that are identified as ‘child protection’ or ‘child in need.’ This facilitates a softer approach from social services with home visits happening regularly at the child’s home both in term time and during the holidays. The social worker provides support to the school with MASH enquiries and the Early Help process.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective from Babcock in 2020.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach these are referenced in our evidence that supports our approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. These have come from attendance to the 2020 and 2021 national pupil premium conferences, the 2019 Devon Babcock conference, The SW learning context case studies: improving the performance of disadvantaged pupils, EEF guidance reports and from a selection of recent academic publications.

We used the [EEF’s implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.