

Thomas Gainsborough Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Gainsborough School
Number of pupils in school	2021/22 - 1594 2022/23 - 1573
Proportion (%) of pupil premium eligible pupils	2021/22 - 19.4% 2022/23 - 21.4%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022, November 2023 & November 2024
Statement authorised by	Helen Yapp (Head Teacher)
Pupil premium lead	Christian Appleford (Deputy Head)
Governor	Ian Shrubsole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22 - £274,784 2022/23 - £274,896
Recovery premium funding allocation this academic year	2021/22 - £37,700 2022/23 - £73,968
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021/22 - £312,484 2022/23 - £348,864

Part A: Pupil premium strategy plan

Statement of intent

Thomas Gainsborough's motto is 'excellence for each for all'. We want to ensure that we are successful in achieving that by providing a nurturing environment and quality first teaching to support ALL our students and to remove barriers to learning.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for our disadvantaged students at our school that is comparable with that of non-disadvantaged pupils nationally.

Our strategy will be embedded into the whole school and will be the responsibility of all members of staff. We will have the highest expectations for all our students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance levels: Our PP students had an attendance of 89% compared to 94.79 % for non – PP students. This gap of 6% needs to be closed significantly.
2	EBacc numbers: Our EBacc entries for all students are currently at 29% compared with LA figure of 31% and the NA OF 39%. We aim to increase the numbers of PP students taking the EBacc from 15% to 30%
3	Learning deficit due to poor engagement during lockdown: Internal assessments have identified that our PP students have been disproportionately impacted by lockdown and high rates of absence. We need to ensure that this deficit is impacted upon.
4	Reading levels: Research and internal assessments (Access Reading tests and GL data) reveal that covid lockdowns has reinforced barriers to reading for some families – a lack of access to books, a lack of a quiet space and a lack of school / peer support have all impacted on students' willingness to read and enjoyment of reading.

	We will focus on Key Stage 3 students to improve the reading scores and participation in reading.
5	<p>Student /Parental Engagement in our Enrichment Programme:</p> <p>The covid pandemic has resulted in some students having little or no access to enrichment activities both in and out of school. There is need to engage students and their families with activities which will improve their social, emotional, and mental wellbeing and to enable students to participate in a wide range of opportunities.</p>

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 Attendance	The gap has closed with non - PP students and the rate of PA has reduced.
Number of EBacc entries increase	Uptake in MFL increases at GCSE.
Attainment gaps have closed	PP students meet or exceed national averages for attainment and progress.
Reading levels have increased	Reading scores have increased and students are able to access the curriculum successfully.
Student /Parental Support for intervention strategies and Enrichment opportunities.	Students attend catch-up sessions and increased parental attendance at Academic Review Days. Attendance at Enrichment sessions increases.

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: £ 155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access Provision / LSA support	Nurture provision to support the most vulnerable students and help them access the curriculum and close gaps in numeracy, literacy, and social development and to support attendance. https://www.tandfonline.com/doi/abs/10.1080/0305764X.2018.1441372	1,3,4,5
Embedding Instructional Coaching and dialogic teaching across the school	https://www.tandfonline.com/doi/abs/10.1080/00405841.2016.1241944 https://books.google.co.uk/books?hl=en&lr=&id=LQIQDwAAQBAJ&oi=fnd&pg=PT8&dq=evidence+to+support+the+use+of+instructional+coaching+in+teaching+in+britain&ots=FQMZBPTH0&sig=nemqmkIwSUrrwhHRBDA3Jfix5D8 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter	2,3,4
Recruitment of an additional teacher	A fixed term contract to provide capacity to enable to free up staff to provide additional intervention and to support ICT / Computer Science provision	3
Head of House TLRs x 5	To provide academic mentoring and support for PP students and to engage parents.	1, 3,5

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

Budgeted cost: £ 115 ,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 X Instructors employed to support English and Maths catch - up	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3,4
2 x LSA to provide in-lesson support	https://discovery.ucl.ac.uk/id/eprint/10068445/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3,4
Purchase of Lexia Power Up	Intervention tool to promote word recognition, grammar, and comprehension. https://www.lexiapowerup.com/	3,4
Purchase of Revision Resources	To ensure GCSE students have barriers to their learning / revision removed.	3,5
Purchase of chrome books	To enable all students to have access to IT in lessons if needed and to use at home.	3,5
Development of MFL booklets	To support attainment and progress	2

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Programme	After-school extra- curricular programme to provide a range of opportunities and experiences for students https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-fin al.pdf	1,5
Additional mini –bus lease	To support students, attend after school activities, PE fixtures and Cultural Capital experiences	1,5
Access to the Duke of Edinburgh Award	Costs met for PP students to encourage participation	1,5
Educational visits	Costs met to promote participation	1,5
Sundries such as uniform, toiletries etc	To remove barriers to attendance	1,3
Elsa Training x 2	https://www.elsanetwork.org/wp-content/uploads/2017/11/Research-Commission-Report-2018-ELSA-training-Gloucestershire.doc	1,3
Drawing and Talking Training x1	https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues	1,5
Recruitment of a Learning Mentor	To focus on attendance support and parental engagement	1,3,5
Contingency fund	Resources set aside for needs not yet identified but essential that we are able to respond if needed.	All

Total budgeted cost: £ 355,000

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 academic years 2020/21 and 2021/22.

November 2022 review (for 2021/22)

- **Challenge 1 - Attendance (Improved Attendance, The gap has closed with non - PP students and the rate of PA has reduced).**

Outcome = Attendance was a key part of one of the 2021/22 school improvement strategies. A Learning mentor to support attendance role was developed and disadvantaged students were reviewed and monitored rigorously for support, early intervention and plans to re-engage into school where needed. Tracking spreadsheet created to support review of strategies employed and for quick identification of PP students needing intervention. Attendance levels for PP finished at 87.5% and Non PP at 92.5% (Assembly Pro) with the gap starting to close but working continuing.

This target is continuing as part of the 2021-24 strategy and is on the current 2022/23 school improvement plan.

- **Challenge 2 - Number of EBacc entries increase. Uptake in MFL increases at GCSE.**

Outcome = Key work has developed throughout the year to improve engagement and uptake within MFL and EBACC subjects. These curriculum areas have moved location within school to become more prominent and visible throughout the corridors to support the raising awareness of languages. Curriculum decisions for options choices have been re-designed to ensure students who can achieve a grade 5 in English will take a language. Disadvantaged students have been signposted to interventions for grade 5 in English that will be completed to support uptake at EBacc subjects and for language at GCSE level. Booklets produced to support lesson progression through scaffolding tasks and retrieval work in MFL. Enrichment activities (and further planned with trips) for languages have seen PP students supported to attend these, including costs paid.

This target is continuing as part of the 2021-24 strategy and is on the current 2022/23 school improvement plan (raising standards, confident and authentic experiences).

- **Challenge 3 - Attainment gaps have closed. PP students meet or exceed national averages for attainment and progress.**

Outcome = Despite interventions and support, attainment gaps are still a key priority to close. Examination results in the summer of 2022 were the first from examinations since the covid pandemic and TAGS. Covid related absences and attendance incorporated with lost learning due to covid has continued to mean this is a priority to ensure all disadvantaged students can achieve in line with their peers. An increase in social emotional mental health concerns for disadvantaged students also impacted on examination performance.

This target is continuing as part of the 2021-24 strategy and is on the current school improvement plan for 2022/23 (raising standards).

- **Challenge 4 - Reading levels have increased. Reading scores have increased and students are able to access the curriculum successfully.**

Outcome = School improvement plan target for 2021/22. Lexia completed within classrooms for key groups and continuing for 22/23. Students with the lowest prior attainment reading scores in years 7 & 8 have been participating in the 'Herts for Learning' reading fluency project and Lexia to develop vocabulary, comprehension and grammar twice a week. Key individuals have been targeted for personalised reading support. Reading instructors deployed into teaching classes to provide additional support for students to access their curriculum reading. All members of staff have access to reading scores for all disadvantaged students from GL assessment to support planning and scaffold support within quality first teaching strategies. All disadvantaged students during year 7 transition week were bought a copy of the 'TGS 50' books for them to read over the summer and followed up with a small class project in September.

This target is continuing as part of the 2021-24 strategy

- **Challenge 5 - Student /Parental Support for intervention strategies and Enrichment opportunities. Students attend catch-up sessions and**

increased parental attendance at Academic Review Days. Attendance at Enrichment sessions increases.

Outcome = Following the covid pandemic, ARD (Academic Review days) recommenced in person following a period where these had been completed online. Attendance was extremely positive and monitored / tracked. Students whose parents could not attend received phone call meetings to follow up or were invited in at a new time to meet and discuss progress. Engagement for in person on the day appointments reached 93% above previous online meeting engagement. A full extra-curricular and co-curricular programme was in place throughout 2021/22 for directed support as well as open sessions to attend. This to support opportunities for increased learning, academic progress, social and personal development. Attendance at sessions tracked and monitored by Assistant Headteacher. National tutoring and school based mentors employed to support numeracy and literacy, which disadvantaged students were able to receive.

This target is continuing as part of the 2021-24 strategy and is on the current 2022/23 school improvement plan (raising standards, confident communication and authentic experiences).

November 2021 review (for 2020/21)

Due to the impact of the COVID –19 pandemic we are unable to publish our performance measures for 2019/20 and 2020/21 and 2021/22 results will not be used to hold schools to account.

Several of our planned strategies were not fully implemented due to the restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

- **Provision of IT equipment for home learning.**
- **Purchase of desk cameras and visualisers to facilitate online learning.**
- **Additional free school meals for vulnerable students in school.**
- **Food parcels / toiletries for disadvantaged families.**

School assessments have demonstrated that disadvantaged students' overall progress and attainment remains below those of non-disadvantaged students.

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
GCSE pod	
Mathswatch	
Carousel	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Our school Improvement Plan priorities are focused on improving teaching throughout the school and wellbeing of students and staff is at the heart of everything we do, and our disadvantaged students are a key focus for all members of staff.

Staff CPD has been delivered to underpin this work to ensure the 'first 20%' and Pupil Premium students are at the forefront of quality first teaching techniques and supportive classroom interventions.

The schools rigorous early help offer and student support work in tandem with the academic teams to ensure all disadvantaged students' needs are met, both inside the classroom and out. Thus ensuring personal, social and academic development is achievable and opportunities are available to enrich the life experiences of those considered to be at a disadvantage. TGS were awarded the IQM (Inclusion Quality Mark) award in May 2022 and made a centre of excellence for their work supporting inclusion, which included work for disadvantaged students.