

Pupil premium strategy statement – Townsend Church of England School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	779
Proportion (%) of pupil premium eligible pupils	22.3 (173)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr A Flack (Head Teacher)
Pupil premium lead	Mrs K Brooks
Governor / Trustee lead	Mrs H Fellowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,730
Recovery premium funding allocation this academic year	£32,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£192,730

Part A: Pupil premium strategy plan

Statement of intent

At Townsend Church of England School, we believe that all students, regardless of their background, culture and starting point, should have the opportunity to achieve their potential. We are passionate about improving the life chances of all pupils who move through our school, creating opportunities for self-improvement, character development, cultural enrichment and academic excellence.

Our intention is to ensure that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. 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.

High quality teaching and learning for all pupils is at the forefront of our strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. As identified in the challenges and intended outcomes sections below, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to high quality teaching, we also want students to have the opportunity to gain cultural capital through a broad personal development programme, including enrichment, careers, PSHE, and extra-curricular opportunities.

The activity outlined in this statement is intended to support the needs of disadvantaged and vulnerable students. To ensure our strategy is effective, as a school we will ensure that disadvantaged pupils are supported in lessons, act early to implement interventions where necessary, and adopt a whole school approach in taking 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.

Challenge number	Detail of challenge			
1	Prior Attainment On entry, some of our disadvantaged students have lower reading ages and levels of reading comprehension than their peers. Key Stage 2 test scores suggest that their reading and particularly maths skills require development. On entry to year 7 in September 2023, the average Key Stage 2 score for Pupil Premium students was 97.6, compared with an average of 104.3 for non-Pupil Premium. The gap is already wide with students in Year 7,8,9 with Pupil Premium students arriving in year 7 with on average below age-related expectations.			
	2023-24	PP CAT average	Non-PP CAT average	Gap on entry in year 7
	Year 7	97.6*	104.3*	6.7*
	Year 8	93.5	100.0	6.5

	Year 9	93.5	101.7	8.2
	Year 10	99.5	101.1	1.6
	Year 11			
	<p>* KS2 test score</p> <p>NB The CAT national age-related expected score is 100, the national average is considered between 89 and 111</p>			
2	<p>Attendance rates for disadvantaged students are below the school average. Disadvantaged students will face a range of challenges to sustaining good attendance, so supporting them with regular attendance will help to prevent the learning and social gap from widening. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 6% lower than for non-disadvantaged pupils.</p>			
3	<p>Attitude to Learning For some disadvantaged students their attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. Our behaviour data over the last year suggests that our disadvantaged pupils have a lower achievement point to behaviour point ratio than their peers. They also receive more detentions on average than their peers.</p>			
4	<p>Emotional Wellbeing Through our assessments, observations and discussions with pupils and families it has been identified that there is an increase in social and emotional wellbeing concerns for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 78 pupils (35 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>			
5	<p>Organisation and Equipment Some disadvantaged students lack basic resources in order to be prepared for learning and often require equipment and uniform to be replenished during the academic year more than those that are not disadvantaged.</p>			
6	<p>Aspirations at KS3, KS4 and Post 16 For some disadvantaged students, exposure to a range of careers is limited to their immediate family and social circles. Identifying options beyond school and the pathways that exist are important in building the right skills and qualifications and supports their life chances.</p>			
7	<p>Student engagement and attendance to clubs and school events Building cultural capital is important for our disadvantaged students as their understanding and experience of the world around them is essential in helping them to work towards ambitious goals.</p>			
8	<p>Parental engagement and attendance at school events Parental engagement and attendance at school events is often lower than those that are not disadvantaged. This means that parents/carers are not able to support the child as best they could or would like.</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
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<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly English and Maths</p>	<p>By the end of our current plan in 2023/24, KS4 outcomes demonstrate that disadvantaged pupils achieve (based on FFT20 targets):</p> <ul style="list-style-type: none"> • an average Attainment 8 score of at least 39.86 • at least 27.6% passing GCSE English and Maths at grade 5 or above • at least 58.6% passing GCSE English and Maths at grade 4 or above <p>To track and monitor progress and outcomes of year admissions</p>
<p>Develop literacy skills for those with a low reading age</p>	<p>For our 3 reading programmes and intervention support (TRT, RFP, blended literacy lessons) we use NGRT data used to identify students that require extra support and track progress with reading ages. We use YARC test data to show progress from the start to the end of the programme. We can see that this shows improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p><u>NGRT Data:</u></p> <p>As we implemented NGRT as a new data tracking system last year, we do not have historical data, but we are able to use this system from Sept 23.</p> <p>So far 23/24 data shows us:</p> <p>For 10 students (2 RFP cohorts) they have made on average 20 months reading age progress in an 8 week programme.</p> <p>We will continue to be able to use this data to track student progress from now on.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line with the national average • the overall unauthorised absence rate for all pupils being in line with the national average • the percentage of all pupils who are persistently absent being in line with the national average and the figure among disadvantaged pupils being in line with the national average
<p>To improve the attitude to learning of some disadvantaged students in order to reduce the number of suspensions and detentions given.</p>	<p>To continue recording and monitoring behaviour incidents and identify pupils who need targeted support.</p>

	<p>To increase the ratio of Achievement points and Behaviour points in line with their peers.</p> <p>To reduce the number of suspension and internal isolations for disadvantaged pupils to decrease the gap between disadvantaged and non-disadvantaged pupils.</p> <p>To track and monitor the ratio of achievement and behaviour points of in year admissions.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Continue to embed a robust recording and monitoring system to identify wellbeing needs and support required.</p> <p>Evaluate provision in place to ensure pupil needs are being met.</p> <p>Qualitative data from student voice and teacher and wellbeing lead observations.</p>
<p>To ensure that disadvantaged pupils are organised and equipped for learning.</p>	<p>All disadvantaged students are provided with necessary resources to ensure they are equipped for lessons and can take an active role in learning.</p> <p>Lesson observations and learning walks show that disadvantaged students are properly equipped for lessons.</p>
<p>Aspirations of disadvantaged students are developed through CEIAG (Careers Education Advice and Guidance).</p>	<p>Continue to maintain no NEETs</p> <p>Continue to provide a thorough careers programme to all year groups. Analyse and evaluate the effectiveness of all of the careers opportunities talks/visits that have taken place.</p> <p>Successful implementation and use of Unifrog software.</p> <p>Robust process to ensure that students choose the correct options in relation to their future career choices, through conversations with parents/carers and students about all relevant options.</p> <p>Support for disadvantaged students to select appropriate Post-16 options.</p> <p>Students gain valuable work experience placements, extra support provided for disadvantaged students when selecting placements.</p>
<p>Disadvantaged students develop cultural capital through the curriculum and a range of additional opportunities.</p>	<p>Students engage in co-curricular clubs, enrichment activities and offsite trips and visits. Data to show participation and attendance in these initiatives.</p>
<p>Parental engagement is strong and trust is built through supportive and professional relationships.</p>	<p>Regular attendance at parent/carer consultation and information evenings for disadvantaged students is in line with non-disadvantaged students.</p> <p>Regular contact between parents/carers and Form Tutors/Director of Learning to ensure that parents/carers are informed of the progress their child is making and understands how they can support them.</p>

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: £96,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed the Townsend Teaching 5 into all lessons to ensure there is a more consistent approach across all departments and clearly linking to a shared pedagogy. The Townsend Teaching 5 consists of 5 elements that we expect to see in the classroom every day.</p> <ol style="list-style-type: none"> 1. Feedback and Assessment. 2. Autonomy (including thinking hard and oracy) 3. Curriculum (a curriculum that is right for the students at Townsend) 4. Engagement (including modelling and climate for learning) 5. Support and Challenge (supporting the needs of all students at Townsend). 	<p>Research from the Sutton Trust identifies that high quality teaching can have a significant impact on student learning and progress.</p> <p>Sutton Trust/improving-the-learning-of-teachers.</p> <p>The Townsend Teaching 5 was developed to ensure a consistent approach across the school for every student, every lesson, everyday. The 5 elements of the TT5 were designed based on research evidence. For example, feedback is the first of the TT5. The EEF research shows that good feedback is one of the best and most cost effective ways of improving student learning. The studies of feedback reviewed in the Teaching and Learning Toolkit produced by the EEF, found that on average the provision of high-quality feedback led to an improvement of 8 additional months' progress over the course of one year. Bringing research from cognitive science into the classroom helps to understand how things like cognitive load works. Autonomy is the second of the TT5 principles and brings memory strategies into the classroom. Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	<p>1</p>
<p>Developing knowledge-based curriculum which</p>	<p>Townsend believes that offering students a three year key stage 3 would give students the depth and breath</p>	<p>1, 3, 6, 7</p>

<p>responds to the needs of pupils. The key stage 3 curriculum is being changed from a two year to a three year curriculum. This will be rolled out from September 2024.</p>	<p>needed to have a knowledge rich curriculum. It means that choices are not narrowed early, so students have longer to experience different subject before making GCSE option choices.</p>	
<p>Extensive CPL (Continued Professional Learning) offer to develop high-quality teaching. Internal and department specific CPL programme aims to share best practice on raising standards and offers a range of sessions to further enhance the quality of education and continue meeting the needs of all pupils, including disadvantaged students, in order for them to achieve their potential. This year we are focussing on:</p> <ol style="list-style-type: none"> 1. Development of Questioning and Learning Objectives (this term) 2. Non – negotiables to improve purposefulness of lessons (January +) · Routines for Learning Retrieval (start and end of lessons) · Tasks - Time limited tasks to develop pace and engagement (Buzz – Fuzz or Focus) (mini whiteboards) 3. Challenge (summer term and into 24/25) 	<p>Evidence suggests that high-quality teaching is the primary way to overcome most barriers to achievement.</p> <p>The EEF (Education Endowment Foundation) says that “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</p> <p>EEF Guide to Pupil Premium</p>	<p>1, 3, 6, 7</p>
<p>Implementation of strategies to develop and support oracy skills of disadvantaged students. The teaching of the oracy skills to be evident in lessons. Good practice to be shared during teaching</p>	<p>The Education Endowment Foundation Toolkit research shows that oral language interventions have a positive impact on student progress along with improved classroom climate.</p> <p>EEF Improving Literacy in Secondary Schools</p>	<p>1, 3, 6, 7</p>

and learning briefing, meetings and staff inset.	EEF Oral Language Interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase spending on small group tutoring to employ a Maths Academic Mentor and an English small group tutor.</p> <p>Appointment of a full-time Maths Academic Mentor, who will work with all disadvantaged students in Year 10 and 11 predominantly, and a few others in need of support as identified by the department.</p> <p>Appointment of an English teacher to carry out small group tutoring with mainly Year 10 and 11</p>	<p>One to one tuition is very effective at improving pupil outcomes. It is said to be particularly effective for those that are identified as having low prior attainment.</p> <p>Tuition should be additional to, but explicitly linked with, normal teaching and progress should be monitored to ensure tutoring is beneficial. One to one and small group tuition are both effective interventions.</p> <p>EEF One to One Tuition</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>EEF Small Group Tuition</p>	1, 3, 6, 7
<p>Improving literacy, reading comprehension, writing and vocabulary to support student attainment.</p> <p>We are running the following programmes, with extra support between phases and programmes:</p> <ul style="list-style-type: none"> - KS3 RFP, KS4 RFP, KS3 TRT, KS4 TRT - Blended Literacy Programmes - 1:1 reading support - Small group reading - Developing use of NGRT in all KS4 students 	<p>Literacy is key to academic success and learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>EEF Reading Comprehension Strategies</p>	1, 3, 6, 7

<ul style="list-style-type: none"> - Continue analysing data to identify students on list. - Develop Literacy lesson resources to use with tutors in DEAR sessions in KS3 and 4. 		
<p>Use of paired reading across the curriculum to improve reading ages</p>	<p>The EEF toolkit identifies reciprocal reading as a fairly low-cost and reliable means of improving students reading and comprehension.</p> <p>EEF Reading Comprehension Strategies</p> <p>EEF Reciprocal Reading</p>	<p>1, 3, 6, 7</p>
<p>Intervention Programme for KS4 (Years 10 and 11). Year 12 mentoring for all Year 11 disadvantaged students in any subject they request help for, and assertive mentoring with staff for underperforming Year 11 students.</p> <p>Year 11 interventions start in September in lead up to the trial exams and summer GCSE examinations. Revision and support sessions, primarily focusing on disadvantaged, are run by Departments.</p>	<p>Additional support at the end of the school day to support students with revision and retrieval practice is well supported in the EEF guide to metacognition and self-regulation.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	<p>1, 3, 6, 7</p>
<p>Afterschool Homework Club to provide students with a place in school to complete their homework.</p>	<p>A study carried out by the EEF on homework identified that homework has a positive impact, on average +5 months, with pupils in secondary schools. It suggests that not all students have a quiet space for home learning and therefore it is important for schools to consider how home learning can be supported, for example by providing a homework club.</p> <p>EEF Home Work</p>	<p>1, 3</p>

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

Budgeted cost: £48,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved preparedness of disadvantaged students to engage in learning by providing them with basic equipment for learning for example stationary, food technology ingredients and PE kit.</p>	<p>It is self-evident that no student can learn effectively without access to appropriate learning resources. Departments are supported in order to provide disadvantaged students with materials/equipment that they need.</p> <p>Disadvantaged student needs will continue to be identified by Directors of Learning for subjects and years and in so doing establish a positive and confident start to the academic year for these students.</p>	<p>3, 5, 7</p>
<p>Provide access to and increase participation in Co-Curricular activities, offsite trips and visits and careers opportunities.</p> <ul style="list-style-type: none"> • Track and monitor attendance at co-curricular clubs. • Develop use of Unifrog software. The Unifrog digital platform will be used to help students to research careers that interest them and to record their skills and interests which can then be used to build their personal profile. • Disadvantaged students will be prioritised for one to one CEIAG guidance from SfYP and also when choosing work experience placements in year 10. • Careers programme to include a range of external speakers to ensure that students have contact with, and advice from, employers in a variety 	<p>Arts and sports involvement and trips lead to a positive impact (+2 months) in EEF (Education Endowment Foundation) toolkit. It also impacts on personal development and cultural capital.</p>	<p>3, 6, 7</p>

<p>of career paths and are able to understand all of the options open to them both post 16 and post 18.</p>		
<p>Ensure that support is in place to address student mental health and wellbeing needs.</p> <p>The schools wellbeing lead readily available to provide support for students.</p> <p>Wellbeing lead to provide advice and guidance to families by signposting parents/carers to resources and agencies.</p> <p>Use of external professionals for more specific and targeted intervention</p>	<p>Government research recognises the valuable role that schools play in early intervention and support for mental health issues. They acknowledge that children and young people do not need a clinical diagnosis to access practical short term and long-term strategies to prevent problems escalating over time.</p> <p>Schools play a vital role in working alongside health, community, and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children and young people.</p> <p>Counselling in Schools Gov Report</p> <p>Future in Mind Gov Report</p>	<p>4</p>
<p>Improved attendance of disadvantaged students by embedding principles of good practice set out in the DfE's working together to improve school attendance guide.</p> <ul style="list-style-type: none"> • Appointment of attendance officer • Half-termly tracking of attendance will continue to support early identification of students of concern. • Regular communication with home regarding attendance concerns • Recognition of those students with excellent attendance • Attendance initiatives including the termly attendance competitions • Directors of Learning for year groups to work with attendance officer and PP lead to work with students 	<p>The DfE guidance identifies that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>Excellent attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. Studies have shown that pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p>	<p>2, 8</p>

<p>whose attendance falls below 90%</p> <ul style="list-style-type: none"> • To ensure that attendance of in year admissions forms part of this monitoring 	<p>Working together to Improve School Attendance</p>	
<p>Continue to develop parental engagement and improved attendance at school events. We will continue to build relationships with parents/carers through regular communication with form tutors and Directors of Learning. Ensure all parents/carers are aware of school events such as parent/carer consultation evenings and information evenings for various key stages. Information to be published via school newsletter, social media platforms and other traditional methods of communication for those families without internet access.</p>	<p>The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress by 3 additional months.</p> <p>EEF Parental Engagement</p>	<p>8</p>

Total budgeted cost: £192,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance Data for 2023

The attainment of PP students in GCSE English and Maths has greatly improved on 2022, by nearly 20% in both subjects at 9-5 and 9-4.

Without one outlier, the PP/non-PP gap in progress and attainment is closing well. Strategies and interventions are having an impact. English & Maths 9-4 is 14% above national. English & Maths 9-5 is 3% below national. P8 is 0.18 below national (according to SISRA), A8 is 0.99 above national.

The gap in attainment and progress is closing, but we still need to increase our provision to close the gap fully and be at least in line with national in all areas.

PP data	2023*	2023	2022	SISRA Nat 2023
Cohort size	19	20	42	
P8	-0.59	-0.78	-0.74	-0.41
P8 PP/Non-PP gap	0.65	0.84	0.92	
Upper confidence interval (P8)	0.06	-0.15	-0.28	
A8	39.34	37.42	34.98	38.35
A8 PP/Non-PP gap	11.84	13.76	16.75	
Eng & Ma 9-5	26.3%	25%	16.7%	29.4%
Eng & Ma 9-4	63.2%	60%	35.7%	49.1%
* without one outlier				

Develop literacy skills for those with a low reading age

- 17 students successfully completed KS3 RFP
- KS4 pilot with HCC completed and data was very supportive of us continuing with KS4 groups
- 10 students completed 1:1 course in phonics (That Reading Thing)

% of intervention cohort who are PP students:

21/22 – 53% PP students (10/19 students)

22/23 – 43% PP students (18/42 students)

23/24 (as at Nov 23) – 22% (4/18 students)

YARC tests data shows progress from the start to the end of the programme, for the 21/22 and 22/23 cohorts (programmes currently in progress so no current data until after Christmas):

21/22 - 10.5 months average (range 6-36 months) in reading comprehension

22/23 - 27.6 months average (range 7 - 48 months) in reading comprehension.

This includes improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This improvement should also be recognised through engagement in lessons and book looks.

Access to externally funded catch-up support following the pandemic

Last year we employed a full-time NTP Maths Academic Mentor from June 2022 till July 2023. She worked with 67 students in Year 7-11, 60% of whom were PP, supporting them in their Maths lessons. This provided extra support in class and students' confidence grew. Results in GCSE Maths for PP students also improved on last year.

Our NTP funding allocation was solely spent on the Maths Academic Mentor.

GCSE Maths PP improvement on 2022 results:

9-7 PP passes increased to 10.5% (from 7.3% in 2022)

9-5 PP passes increased to 31.6% (from 17.1% in 2022)

9-4 PP passes increased to 68.4% (from 46.3% in 2022)

Maths PP APS increased to 4.11 (up from 3.54 in 2022)

The PP/non-PP progress gap closed by 0.16.

Attendance

2021-2022 PP 87.35%/ Non PP 89.7%

2022 - 2023 PP 85.44%/ Non PP 90.91%

Attendance of PP students decreased in comparison to the previous year

Aspirations

No NEETS at the end of years 11 and 13 at the end of the academic year 2022-2023.

22 different encounters and careers related activities were provided for students across various year groups as well as careers enrichment days and careers education during personal guidance sessions during form time.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Scholars Programme	Brilliant Club
Maths Academic Mentor	National Tutoring Programme
Online Tuition	TLC Live

Further information (optional)

All Senior Leaders within the school are involved in leading the implementation of this strategy. Disadvantaged pupils remain a priority for all staff to ensure that they are supported in making at least expected progress. School leaders work hard to ensure that activities focus on controllable factors, the main area we focus on is teaching and learning, as we know that what goes on in the classroom and in our interventions makes the biggest difference to the life chances of all our disadvantaged pupils.

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.
- Offering a wide range of high-quality Co-Curricular and enrichment activities to boost wellbeing, behaviour, attendance, aspiration, and cultural capital.
- Through the line management system, there will be regular discussions will be had to review circumstances for each disadvantaged student and identify those who are at risk of having to balance school and new circumstances that impact both school and home life.

Planning, implementation, and evaluation

At Townsend we use Fisher Family Trust data to set confident and aspirational targets for our students and to identify the progress of our PP students, in comparison to national results for PP students.

We have undertaken a commissioned school visit to gain external expertise to help further develop our strategy further. We use 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 implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes and experiences for pupils.