

Pupil premium strategy statement – Townsend Church of England School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	766
Proportion (%) of pupil premium eligible pupils	22.5 (173)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr A Flack (Head Teacher)
Pupil premium lead	Mrs K Brooks
Governor / Trustee lead	Mrs H Fellows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 00.00
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>	£ 178,340.00

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 provide a wide range of opportunities beyond the curriculum to enrich students educational experience and develop their cultural capital and personal development so that they are prepared for all aspects of their future.

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	Attainment Gap at GCSE There continues to be an attainment gap at GCSE, with students eligible for PP performing lower than their non-disadvantaged peers. Whilst overall attainment of both PP and non-PP is expected to keep improving, with an expected overall Attainment 8 of 48.86, the expected gap between PP and non-PP is 11.1 (as of Dec 2024). We are most concerned about students achieving grade 4+ and 5+ in both English and Maths as these qualifications are the most important for securing future pathways. There is an expected gap of 13% for PP students achieving 9-5 in English and Maths, and a gap of 25% for 9-4 for 2024/25.
2	Difference in Starting Points On entry, some of our disadvantaged students have lower Cognitive Ability Test (CAT) scores than their peers. There is a small difference between PP and

non-PP in year 11, but a much larger gap in year 10. Below year 10, the gap narrows, apart from year 7, where there is the largest gap.

2024-25	PP CAT average	Non-PP CAT average	Gap on entry in year 7
Year 7	89	101	12
Year 8	94.7	99.1	4.4
Year 9	93.5	100.0	6.5
Year 10	93.5	101.7	8.2
Year 11	99.5	101.1	1.6

NB The CAT national age-related expected score is 100, the national average is considered between 89 and 111

3	<p>Lower Resilience and Motivation</p> <p>Observations, student and teacher voice suggest that some students, particularly those with lower prior attainment, lack metacognitive and self-regulation strategies when faced with challenging tasks. 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 and suspensions on average than their peers.</p>
4	<p>Lower Attendance</p> <p>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.</p> <p>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>
5	<p>Mental Health and Emotional Wellbeing</p> <p>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, especially those that face one or more significant challenges in their home or personal lives, which requires school or external agency support in order to enable them to participate in effective learning. Teacher referrals for support remain high. 79 students (44 of whom are disadvantaged) currently require additional support with their mental health or emotional wellbeing.</p>
6	<p>Lack of Resources for Learning</p> <p>Our behaviour data indicates that disadvantaged students are more likely to receive consequences linked to lack of organisation. Discussions with students and families identified that some disadvantaged students lack appropriate space and resources (internet and device) at home. Some families cannot afford to send children on offsite trips and enrichment opportunities which are identified as key school experiences for personal development.</p>
7	<p>Lower Parental/Carer Engagement</p> <p>Internal monitoring data shows that families of disadvantaged students are less likely to attend events such as parent consultation evenings, options evenings, and various information evenings. We need to continue to develop relationships through regular contact with families to celebrate success and offer further bespoke support.</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
Close the attainment gap at GCSE, particularly in English and Maths	<p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of at least 45 ● at least 40% passing GCSE English and Maths at grade 5 or above ● at least 50% passing GCSE English and Maths at grade 4 or above <p>To track and monitor progress and outcomes of year admissions.</p>
Develop literacy skills through intensive support, for those with a low reading age, so that they can access the full curriculum	<ul style="list-style-type: none"> ● Collate NGRT data across KS3 and 4 to identify students that require extra support and to track progress of all students and those on the three reading programmes (TRT, RFP, blended literacy lessons) and intervention support ● Monitor progress and see improvement in reading and comprehension skills among disadvantaged pupils and see the gap close between the scores of disadvantaged pupils and their non-disadvantaged peers over time for individuals
All students feel a sense of belonging so that they are motivated and ready to learn in every lesson.	<ul style="list-style-type: none"> ● Improved resilience and motivation for disadvantaged pupils during challenging tasks ● A larger percentage of disadvantaged students receiving positive phone calls, house points and postcards home ● Learning walks and lesson observations show improved attitudes to learning and increased lesson participation from disadvantaged students ● A lower number of behaviour points issued for being off task and for a lack of work completion ● Close the gap between number of detentions disadvantaged students receive compared to their non-disadvantaged peers ● To track and monitor the ratio of achievement and behaviour points of in year admissions
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● The attendance gap between disadvantaged pupils and their

	<p>non-disadvantaged peers being in line with the national average</p> <ul style="list-style-type: none"> • The overall 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
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Continue to embed a robust recording and monitoring system to identify mental health and wellbeing needs, and support required • Evaluate provision in place to ensure pupil needs are being met. • Successful outcomes from the wide range of support services in place (School Counsellor, MHST, VISTA) • Qualitative data from student voice, teacher and school counsellor observations
To ensure that students have resources necessary for learning and access to offsite trips and enrichment opportunities	<ul style="list-style-type: none"> • Disadvantaged students are provided with necessary resources to ensure they are equipped for lessons and can take an active role in learning • Fewer behaviour points received by disadvantaged students for lack of equipment • The right level of financial assistance provided for trips and enrichment activities
Parental/Carer engagement is strong and trust is built through supportive and professional relationships	<ul style="list-style-type: none"> • Attendance at parent/carers consultation and information evenings for disadvantaged students is in line with non-disadvantaged students • 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

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School CPD Continue to embed the Townsend Teaching 5 to ensure a consistent approach across the school for every student, every lesson, every day. The five 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>All new staff will receive training in the Framework</p> <p>(INSET days, curriculum meetings, learning walk focus)</p> <p>iPads - significant training provided for all staff for the new iPads scheme and using these in lessons as a tool for teaching and learning. A big focus here on using the iPads to support SEND and PP students, especially for support at home for home learning. Within the CPD this year the focus will be on:</p> <ol style="list-style-type: none"> 1. Integrating iPads into the classroom 2. Climate for Learning 3. Every lesson, everyday embedded. 	<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 five elements of the TT5 were designed based on research evidence. For example, feedback is the first of the TT5.</p> <p>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>1,2,3</p>

<p>4. Adaption in the classroom. 5. Homework and the Super Curriculum</p>		
<p>Additional CPD programme Extensive CPD offer to suit the wide range of staff experience. Internal and department specific CPD programme aims to share best practice on raising standards, further enhancing the quality of education, and continuing to meet the needs of all pupils, including disadvantaged students, in order for them to achieve their potential. Each department designs the subject specific programme which includes the minimum of 3 department meetings a year. Often outside experts come to the departments to discuss subject specific issues.</p> <p>Inset is planned around the school priorities and adapted after quality assurance cycles to make sure that we are focussing on the right areas.</p> <p>An iPad champions teaching group has been set up, this group of teachers will attend extra training so they can support colleagues in their department.</p> <p>This year a coaching group is being set up so that we can offer 1-2-1 coaching for specific teachers.</p> <p>All departments are encouraged to attend outside CPD courses</p>	<p>CPD Toolkits will all have a lens on supporting students in disadvantaged circumstances to support teachers in prioritising the most effective strategies</p> <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>All CPD offered will follow the principles of the EEF Effective Professional Development guidance report</p>	<p>1,2,3</p>

<p>which they apply for on School iP, this is discussed with the line managers and is linked to the school priorities.</p> <p>Curriculum meetings are carefully planned to be focussed on teaching and learning rather than just administration.</p>		
<p>CPD for Literacy Continued CPD for a team of staff involved in leading and delivering literacy interventions, including Voice 21, Reading Fluency Project, That Reading Thing, and blended literacy lessons.</p> <p>Voice 21 training for Oracy champions to be conducted this year, along with implementation strategy and vision written. The process of developing staff skills will begin this year and an aim to begin implementation across the school in 25/26 to develop oracy strategies that will support all learners in the classroom, this and reading support and the development of writing strategy work will support all learners to articulate themselves in all forms of literacy. Oracy skills to be introduced this year to students via Enrichment Afternoon sessions across KS3 and KS4.</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. EEF Improving Literacy in Secondary Schools 1, 3, 6, 7 8 and learning briefing, meetings and staff inset.</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>EEF Oral Language Interventions</p> <p>Voice 21 website: https://voice21.org/what-is-oracy/</p>	1,2,3
<p>Implementation and Rollout of Staff and Student iPads We are introducing iPads to all students this year as a tool to aid teaching and learning. The</p>	<p>Significant research and visits to other schools and academies who use iPads to support Teaching and Learning. After a comprehensive tender process involving three Apple iPad providers, we selected Academia to align our teaching and learning vision and deployment strategy, attended training sessions, and visited</p>	1,2,3,6

<p>guiding principles behind this are:</p> <ul style="list-style-type: none"> - ipads inspire curiosity and creativity in the classroom - as we move deeper into the digital age it is more important than ever that students are empowered to use technology - it encourages students to take ownership of their own learning <p>This encourages autonomy in learning, provides support to those who need it, for example via feedback and literacy support enables many benefits for home learning and revision. This will add extra layers of support to our most in-need students.</p>	<p>other schools to understand the implementation process better.</p> <p>Strong evidence exists suggesting well planned and targeted use of iPads and other touch screen devices can yield beneficial educational outcomes in varied contexts, including mathematics learning (e.g., Litster et al., 2019);</p>	
<p>Implementation of New Assessment Framework</p> <p>A streamlined whole school approach to tracking progress was needed for year 7 to 13, especially with the removal of Progress 8 data till 2027. A period of research and consultation took place in Spring 2024, looking at good practice in other schools and reviewing feedback from staff, students and parents/carers. In the summer term, a new assessment framework was introduced and developed with staff.</p> <p>The system now enables staff to analyse the progress of any student in the same way. Subject Leaders and Directors of Learning can monitor students' progress levels more easily and plan</p>	<p>Embedding Formative Assessment (EFA) aims to create a culture of continuous improvement in schools by embedding formative assessment practices. These practices help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs, thereby enhancing pupil attainment.</p> <p>Embedding Formative Assessment</p>	<p>1,2,3</p>

<p>more specifically for students in every year group in need of extra support.</p>		
<p>Implementation and Development of the Super Curriculum This is being launched with year 7 in the autumn term and year 8 later in the year to monitor and evaluate the new initiative;it will be ready to launch to all key stages in 25/26. The Supra Curriculum has a host of additional activities and resources for all subject areas to develop interests and knowledge of all students. It will provide in-depth perspectives on the wider topics linked to learning - this will enable students to engage in their learning and expand their minds and interests beyond the classroom curriculum. It supports autonomy and enables students from less privileged backgrounds to access more information and knowledge.</p>	<p>There is much research and evidence to suggest that students who are involved in extracurricular activities, activities out of school and supra-curricular activities are more efficient and effective learners, have a better social awareness and are better at social interactions.</p> <p>Studies are supported by research by the EEF for “Student University” enrichment: Children's University</p>	<p>1,2,3</p>
<p>Recruitment and Retention Constant and proactive strategy for recruiting teachers in all areas required.</p>	<p>It is vital that high quality teachers and support staff are recruited to ensure that we adapt and differentiate for all individual student needs.</p> <p>Teacher recruitment and retention strategy - DfE</p> <p>CPD offered by the Alban TSH including ITT and support for ECT's will be utilised fully to support staff and retain them at all career stages.</p>	<p>1,2</p>

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

Budgeted cost: £44,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Intervention</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 ● Continue analysing data to identify students in need of intervention ● Development of reading lessons in English lesson timetable for KS3 ● Develop Literacy lesson resources to use with tutors in DEAR sessions in KS3 and 4 <p>Paired Reading Develop the paired reading programme across the school to help support those that find reading more challenging</p>	<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 offers core principles for supporting literacy which is the basis of our whole school literacy support, across all subject areas.</p> <p>EEF Reading Comprehension Strategies</p> <p>The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months). Students will be assessed, and complete programs of intervention based on their needs.</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>1,2,3</p>
<p>KS4 English and Maths Intervention Employment of subject specialists to deliver small group intervention sessions for English and maths, primarily focussing on disadvantaged students.</p> <p>These take place every Thursday and Friday from September to July.</p> <p>Both tutors liaise very closely with the Directors</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>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> <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</p>	<p>1,2,3</p>

<p>of Learning to ensure learning gaps are covered with small groups of up to six, predominantly with students in Year 11 and 10, prioritising PP.</p> <p>A few students, who find it difficult to access the curriculum, receive online tuition in English, Maths and/or Science. These are provided by TLC Live with each programme of sessions being bespoke to each student.</p>	<p>and small group tuition are both effective interventions.</p> <p>The EEF Guide Making a difference with effective tutoring states that 'if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition'.</p>	
<p>Easter Revision Sessions Subject teachers plan extra revision sessions during the Easter holidays that are targeted to specific groups of students, normally by desired grade or by tier. Each session lasts a couple of hours; students book their space in advance, and depending on numbers, extra groups may be added to keep the group sizes under 20.</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>	1,2,3
<p>In School Mentoring Develop the staff - student and sixth form -year 11 mentoring programme.</p> <p>Every Tuesday, all year 11 students follow a series of 6-week target-setting and reviewing programmes in form time. PP students follow the same programmes in small groups with staff mentors.</p> <p>Every Thursday students work with Sixth Formers</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>According to the EEFs guide to mentoring, effective mentoring can lead to 2 additional months progress.</p> <p>EEF Mentoring</p> <p>Academic mentoring can also support students to build self-regulation and metacognitive skills. Evidence from the</p>	1,2,3

<p>in subject-specific groups to close their learning gaps and find support from students, who have just gone through the same experience.</p>	<p>EEF suggests that this can have the highest gain on learning of +8 months.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	
<p>Summer School Transition Programme Our summer school has the specific aim of supporting pupils in the transition from primary to secondary school. The summer school is delivered by our qualified teaching staff. It not only has an academic focus but also provides additional experiences and activities such as arts and sports.</p>	<p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve teaching by trained and experienced teachers.</p> <p>Evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.</p> <p>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them</p> <p>Summer Schools</p>	<p>1,2,3,6</p>

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

Budgeted cost: £44,358.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Monitoring Attendance for pupil premium students to be monitored regularly and interventions put into place to aim to close the attendance gap</p> <p>Work to be completed for students with persistent absence who are pupil premium to identify any barriers in coming to school and work to address these</p>	<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.</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>1,2,4,5</p>

<p>barriers to improve school attendance</p> <p>Reward consistent and improved attendance termly through year group reward assemblies</p> <p>To use external agencies and pastoral support programme to target pupil premium students where attendance is a concern</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>Working together to Improve School Attendance</p> <p>To support our whole school attendance strategy we will use the EEFs tool for Supporting School Attendance</p>	
<p>Parental Engagement</p> <p>Ensure all parents/carers are aware of school events such as parent/carer consultation evenings and information evenings for various key stages. We will continue to build relationships with parents/carers through regular communication with form tutors and Directors of Learning.</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>	1,2,3,4,7
<p>Support for Mental Health and Wellbeing</p> <p>Employment of a full time school counsellor, a mental health support worker in one day a week and continued implementation of other support services including VISTA.</p> <p>Introduce PASS survey mental health questions to identify students who may need low level support.</p> <p>TAC meetings to identify concerns and triage support needed.</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>The EEF guidance on Improving Social and Emotional Learning suggests that, by developing social and emotional learning, there is a positive impact on academic attainment, improving progress by 4 additional months.</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</p>	1,3,4,5

	<p>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>Emotional, Social and Behaviour Interventions Introduction of external pastoral support programmes to address a variety of factors associated with behaviour, emotional and social learning, helping develop resilience and self-regulation skills.</p> <ul style="list-style-type: none"> • Watford FC Personal Development Programme - To inspire children and young people aged 11–16 who are marginalised or at risk of not reaching their potential, to develop the personal skills and positive attitudes to succeed in life • KICK Mentoring Programme - To challenge behaviours and support young people in developing confidence, self-awareness, empathy, social skills, motivation, well-being and managing friends • Continued implementation of other support services including VISTA, LINKS outreach and a variety of Alternative Provision placements 	<p>According to data from the DfE, pupils who receive free school meals are more likely to receive a permanent or fixed period of exclusion compared to those that do not. Some pupils from a disadvantaged background will require more specialist support to help manage their self-regulation or social and emotional skills. The most common reason for exclusion is persistent disruptive behaviour.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p> <p>EEF Behaviour Interventions suggests this has a positive effect of 3+ months progress</p> <p>Improving Behaviour in Schools</p> <p>Self-Regulation Strategies</p>	1,2,3,4,5
<p>Resources – Curriculum, Trips and Visits</p>	<p>Arts and sports involvement and trips lead to a positive impact (+2 months) in EEF (Education Endowment Foundation)</p>	1,3,5,6

<p>Offer funding and support for families, on an individual basis, ensuring that all students have access to the full curriculum, enrichment activities and educational offsite trips and visits. This includes but is not limited to, Duke of Edinburgh, Year group residential trips, College and University visits, and resources for learning such as revision guides and food technology ingredients.</p>	<p>toolkit. It also impacts on personal development and cultural capital.</p> <p>Arts Participation</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes</p> <p>Outdoor Adventure Learning</p>	
<p>Co-Curricular Provision Ensure a variety of clubs and activities are on offer to students to support learning and pastoral care. Monitoring and tracking of student attendance at lunch and afterschool clubs, including homework club.</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>Homework</p> <p>Enrichment, through sports, arts, music or hobbies clubs, is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities.</p> <p>Educational Policy Institute</p>	<p>1,2,3,5,6</p>

Total budgeted cost: £ 178,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance Data

In 2023/24, there were 30 PP students out of a cohort of 140 (21%), who achieved:

- an average Attainment 8 score of 35.95 (SISRA average 37.51)
- 26.7% achieved 9-5 in English and Maths (SISRA average 29.2%)
- 40% achieved 9-4 in English and Maths (SISRA average 48%)

We were in line with the Herts average Attainment 8 PP/non-PP gap of 15.9, with 16.0

PP/non-PP progress gap

Expected results from April 2024 indicated a slight closing of the progress gap between PP and non-PP, but it did widen with actual results. These are the Subject Progress Index scores from SISRA, similar to the DfE Progress 8 scores, non-PP performed better than expected:

PP	2023 Actual	2024 Expected	2024 Actual
PP	-0.78	-0.41	-0.53
Non-PP	+0.06	+0.35	+0.41
Gap	0.84	0.76	0.94

In year admissions:

There were 9 PP students who did not start in Year 7. They were found to perform better in English and Maths than other PP students who had started in Year 7, but they performed less well in other subjects.

Develop literacy skills for those with a low reading age

- Reading Fluency Programme - 24 students (13PP) successfully completed the course
- Phonics programme (1:1 long term learning) 5 (2PP) students successfully completed the course
- Blended Literacy programme (bespoke 1:1 and small group sessions) 10 students (7PP) successfully completed their bespoke learning
- 22 students (14PP) were put on follow up reading sessions for 1 to 2 terms to ensure what they had learnt in reading lessons was embedded and to provide extra support.
- NGRT data shows most students' reading has stabilised or improved, some significant improvement can be seen. The average improvement score in reading age is 2 years 2 months following successful completion of a course.

Attendance

Overall school attendance data - 89.6% which is an increase from the previous year. National attendance figure for the academic year 2023-2024 across state funded secondary schools was 90.9%. The school attendance percentage for disadvantaged pupils was 83.95% with non-disadvantaged pupils being 91.31%. This is a gap of -7.36% between disadvantaged and non-disadvantaged. The national attendance rate for disadvantaged pupils (across all schools) was 88.9% and non-disadvantaged pupils was 94.3%, a gap of -5.40%. As a school we were -1.96% under the national average.

Aspirations

We continue to maintain no NEETS. Ask programme used for students who were at risk of NEET. HSfYP gives one to one careers advice to students, disadvantaged students prioritised for these appointments.

Externally provided programmes

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

Programme	Provider
Scholars Programme	Brilliant Club
Online Tuition	TLC Live

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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:

- 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, 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.