

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 students.

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

School overview

Detail	Data
Number of students in school	753
Proportion (%) of pupil premium eligible students	24.7% (186)
Academic year/years that our current student 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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr A Flack (Head Teacher)
Pupil premium lead	Mrs H Line
Governor lead	Miss A Philpott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 199,950.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 00.00
Total budget for this academic year	£ 199,950.00

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 students 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 student premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

High quality teaching and learning for all students 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 students in our school. As identified in the challenges and intended outcomes sections below, it is the intention that non-disadvantaged students' 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 students are supported in lessons, act early to implement interventions where necessary, and adopt a whole school approach in taking responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Starting Points On average, disadvantaged students enter Year 7 with lower academic levels and need support to catch up and keep up.
2	Resilience and Motivation Some students, particularly those with lower prior attainment, lack metacognitive and self-regulation strategies when faced with challenging tasks.
3	Attendance Disadvantaged students face a range of challenges to sustain good attendance.
4	Mental Health and Emotional Wellbeing There is an increase in social and emotional wellbeing concerns for many students, which disadvantaged students may find particularly difficult to handle.
5	Resources for Learning Not all students are able to afford resources to support learning, such as, equipment and co-curricular trips.
6	Parent/Carer Engagement Some families need greater support to engage with school events and access bespoke support.

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	<ul style="list-style-type: none"> Internal data shows consistently good progress from the majority of PP students. Disadvantaged students will achieve an average Attainment 8 score that is close to non-PP and above the Hertfordshire PP average. The % of students passing English and Maths at grade 4+ and 5+ is close to non-PP students.
Develop literacy skills through intensive support	<ul style="list-style-type: none"> Data analysis of students' reading ages identifies students needing bespoke support programmes. Impact of programmes is tracked and monitored. Students are better able to access the school curriculum.
Students are motivated and ready to learn in every lesson	<ul style="list-style-type: none"> Students are well engaged in lessons. Students have a sense of ownership for their learning, both in school and at home. Students are resilient learners, determined to succeed.
Achieve and sustain improved attendance	<ul style="list-style-type: none"> The attendance gap between PP and non-PP students is in line with the national average. The overall absence rate for all students is in line with the national average.

	<ul style="list-style-type: none"> The % of all students who are persistently absent is in line with the national average.
Achieve and sustain improved wellbeing	<ul style="list-style-type: none"> A robust recording and monitoring system identifies mental health and wellbeing needs, with support provided where required. Students feel supported in school and know how to access help when needed. Students feel happy and safe in school.
Students have resources necessary for learning and enrichment	<ul style="list-style-type: none"> Provision of day-to-day equipment removes a barrier to learning. Students have equitable access to enrichment activities.
Parent/Carer engagement is strong	<ul style="list-style-type: none"> Parents/carers regularly receive details of their child's progress. Attendance at parent/carers consultation and information evenings for disadvantaged students is in line with non-disadvantaged students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £99,975.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School training focusing on: <ul style="list-style-type: none"> Consistency in classroom expectations Implementation of the Townsend Teaching 5 Consistent delivery of behaviour for learning strategies Adaptation in the classroom Embedded use of iPads to enhance learning Effective home learning Development of oracy skills 	<p>Research from the Sutton Trust identifies that high quality teaching can have a significant impact on student learning and progress: Sutton Trust/improving-the-learning-of-teachers</p> <p>The Education Endowment Foundation (EEF) 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". EEF Guide to Pupil Premium</p>	1, 2, 3
Bespoke staff training providing: <ul style="list-style-type: none"> Opportunities for individual teachers to develop subject- 	<p>Suggestions from the EEF Toolkit has informed development of the Townsend Teaching 5, behaviour for learning strategies and improving literacy:</p>	

<p>specific knowledge and expertise</p> <ul style="list-style-type: none"> • Subject-skilled iPad and Oracy champions • Teacher coaching programmes 	<p>EEF Metacognition and Self-Regulated Learning</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>Strong evidence exists suggesting well planned and targeted use of iPads and other touch devices can yield beneficial educational outcomes in varied context Litster et al (2019)</p> <p>Research from Voice 21 and the EEF suggests oracy development supports effective learning: https://voice21.org/what-is-oracy/ EEF Oral Language Interventions</p> <p>The Curriculum and Assessment Review (November 2025) sites the importance of inclusive education, making the curriculum accessible to all: Curriculum and Assessment Review</p>	
<p>Whole school literacy strategy</p> <ul style="list-style-type: none"> • Staff taught how to teach literacy within their subject • Timetabled reading lessons in KS3 English lessons • Development of the library as a hub of discovery • Literacy and oracy taught in form groups as part of the enrichment programme 	<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>The EEF toolkit identifies reciprocal reading as a fairly low-cost and reliable means of improving students' reading and comprehension. EEF Reading Comprehension Strategies EEF Reciprocal Reading</p>	1, 2
<p>Opportunities for academic enrichment:</p> <ul style="list-style-type: none"> • Development of the Super Curriculum for Year 7 & 8 • The Brilliant Club's Scholars Programme for Year 10 students 	<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:</p>	1, 2, 3, 5

	Children's University	
iPad programme <ul style="list-style-type: none"> All students are loaned an iPad to support with their learning in and out of school Lesson material is available via Showbie for students to access at any time 	<p>Strong evidence exists suggesting well planned and targeted use of iPads and other touch devices can yield beneficial educational outcomes in varied context</p> <p>Litster et al (2019)</p>	1, 2, 5, 6
Recruitment and Retention <ul style="list-style-type: none"> Wellbeing strategies developed and expanded More effective strategies employed to recruit the right staff Welcome and support trainees and ECTs 	<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>	1, 2, 3, 4, 6

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

Budgeted cost: £49,987.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Hub intervention <ul style="list-style-type: none"> Staff roles committed to providing intervention Development of the Learning Hub as a progressive learning environment A range of bespoke, timetabled intervention programmes that are timely and for a fixed period of time, available to students in need in KS3-5 	<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>	1, 2, 3, 4, 5
Academic peer support <ul style="list-style-type: none"> Paired reading programme provides peer support between older and younger students Sixth form mentoring of Year 11 students in English, Maths, Science 	<p>According to the EEF's guide to mentoring, effective mentoring can lead to 2 additional months' progress.</p> <p>EEF Mentoring</p>	1, 2, 3, 4, 5

<p>Subject revision/support</p> <ul style="list-style-type: none"> • Year 11 revision/support session programme • Easter holiday revision session for Year 11 and 13 • Provision of GCSE revision guides • Some external online tuition 	<p>Additional support at the end of the school day and at other times 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, 2, 3, 4, 5</p>
<p>Focus on study skills</p> <ul style="list-style-type: none"> • Workshop with external speaker to promote study skills and metacognition • Parent/carer session from external speaker to promote study skills and metacognition 	<p>The EEF promotes the development of metacognitive skills as an effective means of making progress.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Homework club</p> <ul style="list-style-type: none"> • LSA support after school for mainly KS3 students 	<p>A study carried out by the EEF on homework identified that homework has a positive impact, on average +5 months, with students 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>1, 2, 3, 4, 5</p>

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

Budgeted cost: £49,987.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication with parents/carers</p> <ul style="list-style-type: none"> • Relationships with home are built through contact made by forms tutors, year team and support staff • Weekly newsletter emailed • Extra emails sent home about specific events • Three progress reports per year emailed home 	<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>1, 2, 3, 4, 5, 6</p>

<ul style="list-style-type: none"> Hybrid approach to parent/carer evenings with a blend of face-to-face and online meetings 		
<p>Attendance action</p> <ul style="list-style-type: none"> Daily monitoring by the attendance team with follow up phone calls home Rewards from year teams for good attendance Conversations with individuals with 80-90% attendance Home visits for persistent absentees External agency liaison to provide extra support where needed 	<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 students and families.</p> <p>Working together to Improve School Attendance</p> <p>To support our whole school attendance strategy we will use the EEF's tool for Supporting School Attendance</p>	2, 3, 4, 6
<p>Support for mental health and wellbeing</p> <ul style="list-style-type: none"> Implementation of Student Reception and Student Services to support need All students surveyed on their attitude towards school 'Team Around the Child' staff meetings for each year group to plan and review interventions A range of external agencies (eg. STEP, VISTA) visiting to provide small group programmes and 1:1 support 	<p>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>Counselling in Schools Gov Report</p> <p>Future in Mind Gov Report</p>	2, 3, 4, 6
<p>Emotional, social and behaviour interventions</p> <ul style="list-style-type: none"> Implementation of Student Services to support students with self-regulation skills A range of external agencies (eg. Watford FC, KICK Mentoring, VISTA, LINKS) providing small group programmes and 1:1 support Alternative Provision placements where needed 	<p>According to data from the DfE, students who receive free school meals are more likely to receive a permanent or fixed period of exclusion compared to those that do not. Some students 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>EEF Behaviour Interventions suggests this has a positive effect of 3+ months progress</p> <p>Improving Behaviour in Schools</p>	1, 2, 3, 4, 6

	Self-Regulation Strategies	
<p>Summer School transition programme</p> <ul style="list-style-type: none"> A 3-day programme of team-building activities to give confidence to our new Year 7 cohort 	<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 students who attend a summer school make approximately three additional months' progress compared to similar students 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 students from low-income households who may not otherwise be able to afford them Summer Schools</p>	1, 2, 3, 4, 5, 6
<p>Opportunities for personal enrichment</p> <ul style="list-style-type: none"> Provision of co-curricular clubs and programmes, eg. Duke of Edinburgh Award A range of curriculum, cultural capital and residential trips, with subsidies for PP students 	<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>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>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>	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 199,950.00

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Intended outcome	Evidence	Impact of actions
Close the attainment gap at GCSE	PP attainment tracked and focused on by subject departments, the Year 11 team and SLT. 60% of PP students attended Easter revision sessions. Weekly targeted support in English and Maths. Fixed term small group mentoring programme.	A8 gap closed by 3 points. PP A8 was above Herts PP average. 9-5 English & Maths gap closed by 13.6%. 9-4 English & Maths gap closed by 15%.
Develop literacy skills	50 students took part in fixed-term intensive literacy intervention programmes, 26% of which were PP. The new Learning Hub is modelled on the success of the reading intervention programmes.	85% of PP students made between one and six years' progress in their reading ages.
Improved motivation and sense of belonging	Directors of Learning for Year 7-13 surveyed all students in Pupil Attitude to Self and School (PASS) surveys in Autumn 2024 and Spring 2025, following up on any student who raised concern.	Feedback from the PASS surveys indicated the vast majority of students are happy in school and would recommend Townsend.
Improved attendance	Attendance is monitored daily and students are supported by a wide range of staff to improve their attendance. The Attendance Officer works with predominantly PP students.	PP attendance improved by 1.1%.
Improved wellbeing	A high proportion of students accessing bespoke support programmes for well-being were PP, for example, 55% of students accessing VISTA 1:1 support sessions were PP. Termly SLT Student Voice focus groups collected student views on a range of wellbeing issues.	Bespoke sessions were highly rated by students. Student Voice feedback indicated that students know where to find support to enhance their well-being and used it.
Resources and opportunities	All PP students were financially supported with the loan of an ipad. All PP students had their Food Tech ingredients bought for them for fortnightly practical lessons. A large proportion of PP students received support to attend trips and were given resources, such as, school uniform, pencil case equipment, memory cards and revision guides. Frequent learning walks and lesson drop-ins showed good student engagement in lessons.	All lessons were more easily accessible to all students. Student engagement in lessons was high.
Parent/Carer engagement	Communication with parents/carers was well maintained via Edulink, emails, phone calls and home visits, where needed. Parent/carers evenings were well attended and followed up with students and parents/carers if issues remained.	Attendance at evening events was typically at least 80%. A hybrid programme of in-person and online events has been developed to increase this.

Externally provided programmes

Programme	Provider
Scholars Programme	Brilliant Club
Online Tuition	TLC Live
Mentoring	KICK Mentoring
Mentoring	Watford FC
Study skills workshop	Glia Learning
Small group workshops	STEP Schools Work
1:1 support	Vista Support Services