



Testbourne Community School

Pupil premium strategy statement – Testbourne Community 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
School name	Testbourne Community School
Number of pupils in school	949
Proportion (%) of pupil premium eligible pupils	19% (12% FSM)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs E. Sudds, Senior Deputy Headteacher
Pupil premium lead	Mrs E. Sudds, Senior Deputy Headteacher
Governor / Trustee lead	Curriculum, Standards & Welfare Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,930
Recovery premium funding allocation this academic year	£33,396 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <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	£174,326 (estimate)



Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged students to achieve our overarching vision for all students. Our strategy is integral to wider school plans for education recovery and mitigating the impact of the global pandemic. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Vision for all students

Students act with integrity; achieve excellence together enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepare for a successful future.

Overarching Aim

To continue to increase student progress and to ensure that all groups of learners experience excellence in teaching across all subjects.

Whole school objectives

Quality of Provision

1. **Continue to develop teaching to ensure that students can make appropriate progress across all subjects:** *develop teachers' depth of subject and pedagogical knowledge; make teaching more responsive; develop transition arrangements; ensure that all students, especially boys, make exceptional progress.*

Behaviour and attitudes to learning

2. **Improve the quality of pastoral support to ensure greater focus on learning and progress:** *remove the barriers to learning; develop learning behaviours and attitudes; recognise, celebrate and promote excellence; develop intrinsic motivation; develop an inclusive school where SEND and Pastoral teams work in close collaboration for the benefit of our students.*

Leadership and Management

3. **Develop the school as an institute of learning and maintain a relentless focus on developing pedagogical practice to improve outcomes:** *promote a learning culture for all members of the organisation; provide quality development opportunities for staff; remove barriers to staff development and improving pedagogical practice; continue to develop a school that people want to work in; continue to develop and strengthen the effectiveness of leaders in the school; develop a curriculum structure and taught curricula in each subject area that facilitate the achievement of high quality provision.*



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Challenges

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

Challenge number	Detail of challenge
1	Book audits indicate that the quality of boys' written work, particularly disadvantaged boys, is below the quality of girls' and non-disadvantaged students.
2	Analysis of historic GCSE outcomes indicates that disadvantaged boys achieve lower in English than their peers.
3	Analysis of historic GCSE outcomes indicates that disadvantaged girls achieve lower in Maths than their peers.
4	Disadvantaged students average lower levels of literacy and numeracy on entry, which contributes to widening gaps in attainment over time.
5	Disadvantaged students average lower attendance than non-disadvantaged students.
6	Periods of school closure further disadvantage those with already poor self-regulation skills, lower levels of literacy and numeracy and those with poor attendance. This could lead to potentially wider learning gaps as indicated in national studies.
7	Parental attendance at Parent Consultation Evenings is lower for parents of those entitled to free school meals, and particularly low for boys within this cohort.

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
a. Improved overall quality first teaching, drawing on responsive teaching and strategies that best support all students.	Lesson monitoring and book looks will indicate high aspirations and challenge for all, regardless of cohort. Quality of written work will be of equally high standard between disadvantaged and non-disadvantaged students. Progress reviews will show little or no variation between disadvantaged and non-disadvantaged students.
b. Reduced gaps in achievement and progress in English.	Reduced gaps between disadvantaged and non-disadvantaged achievement and progress in English, and by gender. Evidenced from termly progress reviews and examination outcomes.
c. Reduced gaps in achievement and progress in Maths.	Reduced gaps between disadvantaged and non-disadvantaged achievement and progress in Maths, and by gender. Evidenced from termly progress reviews and examination outcomes.



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d. Reduce gaps in literacy and numeracy so all students meet age-related expectations.	Improved reading ages and numeracy skills for disadvantaged students who arrive below the expected standard at KS2. Students make progress in line with non-disadvantaged students and are on track to achieve age-related expectations by the end of each key stage.
e. Improved attendance of disadvantaged students.	Reduction in gap between attendance rates of disadvantaged students and their peers.
f. Improved parental attendance to parental consultation evenings for those entitled to free school meals, particularly boys.	Analysis of parent consultation evening attendance indicates FSM attendance in-line with whole cohort.

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: £ 82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.	<p>EEF: "High-quality teaching – the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Standardised tests e.g. CAT tests and reading tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2 3, 4, 6
Professional development on evidence-based approaches to ensure high quality teaching.	<p>The TCS Effective Teaching statements have been generated from extensive research into best practice and the science of learning.</p> <ul style="list-style-type: none"> • Responsiveness • Directing Learning • Memory & Cognition • Climate • Questioning 	1, 2 3, 4, 6



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	Please contact the school if you would like further information regarding the TCS Effective Teaching statements or the research that underpins these.	
Professional development on evidence-based approaches to develop metacognition.	<p>EEF Teaching and Learning Toolkit confirms Metacognition and self-regulation have very high impact for very low cost based on extensive evidence. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Best evidence on remote learning highlights the importance of metacognition and self-regulation skills, particularly to support disadvantaged students.</p>	1, 2, 3, 4, 6
Professional development on evidence-based approaches to improve reading comprehension and phonics.	<p>Reading comprehension is among the top 3 strategies identified within the EEF Teaching and Learning Toolkit in terms of impact.</p> <p>EEF 'Improving Literacy in Secondary Schools' Guidance' Report 2019 emphasises need to prioritise 'disciplinary literacy' across the curriculum, develop students' ability to reach complex academic texts and combine writing instruction with reading in every subject.</p>	1, 2, 3, 4, 6
Recruitment and retention of teaching staff	There have been well documented recruitment and recruitment challenges nationwide, resulting from shortages of teachers taking up training places and teachers leaving the profession. It is vital that we work to recruit and retain the best teachers to ensure high quality teaching for the most disadvantaged. This includes strategies to reduce workload and manage teacher wellbeing.	1, 2, 3, 4, 6
Mentoring and coaching	<p>Mentoring and coaching is a common form of support for teacher professional development and is particularly effective with early career teachers. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Our new instructional coaching initiative will feed into this.</p>	1, 2, 3, 4, 6
Technology and other resources focussed on supporting high quality teaching and learning. Platforms include: <ul style="list-style-type: none"> • MS Teams for homework sharing • GCSE Pod • MyMaths • Times Tables Rockstars 	<p>Continuation of previously successful approach to engage students in remote learning. EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Rapid Evidence Assessment summary.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 6



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

Budgeted cost: £ 46,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development and literacy</p> <ul style="list-style-type: none"> • One to one and small group tuition • Reading with librarian • Literacy intervention with Learning coach & Teaching assistants • Peer tutoring (paired reading) 	<p>EEF Covid support guide highlights need for literacy and numeracy intervention as part of catch up strategy.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 6
<p>Interventions to support numeracy:</p> <ul style="list-style-type: none"> • One to one and small group tuition • Times Tables Rockstars • Intervention programme with Head of Maths • Maths homework clubs • Numeracy intervention with Learning coach & Teaching assistants 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 6
<p>Activity and resources to meet the specific needs of disadvantaged students with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 6

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



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Budgeted cost: £ 46,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs.	<p>Social and emotional skills support learning and are linked to positive outcomes later in life. Our approaches include whole-school approaches and targeted interventions, including further developing our in-school multi-agency approach.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	All
Supporting attendance	<p>Attendance has a clear impact on outcomes. DfE's Improving School Attendance advice.</p>	5
Extracurricular activities including sports, outdoor activities, arts, culture and trips.	<p>Extra-curricular activities are an important part of education can also help increase engagement. We do not want finance to be a barrier to participation in the arts and wider cultural capital.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Communicating with and supporting parents.	<p>Levels of parental engagement are consistently associated with improved academic outcomes. We will focus on the following:</p> <ul style="list-style-type: none"> Improving parental attendance to Parents Consultation Evenings. Provide a comprehensive programme of parental information evenings and events. Support parents with challenges such as the cost of living crisis through signposting services and sources of support or advice. <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	All, particularly 7
Extended school time including exploring possibility of summer school provision again.	<p>Summer School 2021 was a resounding success, evidenced both in student attendance and in feedback from parents and students who attended. As funding was only available for summer 2021 as part of the Covid catch up fund, we developed a streamlined offer for Summer 2022, which</p>	All



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	<i>would have been free for pupil premium families and at cost price for non-pupil premium families. Unfortunately, we did not have sufficient interest to proceed so will re-evaluate whether we are able to offer a provision in Summer 2023.</i>	
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Total budgeted cost: £ 175,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

a. External provisional data – 2023

Please note that this data remains unvalidated at the time of writing.

	Cohort (186)	Disadvantaged (22)	Local Authority (non-disadvantaged)	National (non-disadvantaged)
Progress 8	0.01	-0.37 (CI -0.96 to 0.22)	0	0.17
Attainment 8	5.18	4.29	4.94	5.02
Entering EBacc	53%	45%	39%	43%
Achieving EBacc 4+	39%	27%	27%	28%
Eng & Maths 5+	55%	14%	19%	20%
Eng & Maths 4+		27%	27%	28%
Staying in education	96%	100%	96%	96%

n.b Definition of Disadvantaged = Ever 6, LAC & PLAC

*Achievement of disadvantaged students in-line with national (confidence interval -0.96 to 0.22)

** Disadvantaged progress gap is reducing (0.55 gap in 2019, 0.38 gap in 2023), which suggests that our Disadvantaged students have not been disproportionately impacted by the pandemic in comparison with their peers.

***significant increase in Disadvantaged EBACC entries compared with 2019 (22.2%) and 2023 (45%).

**** Same percentage of our disadvantaged students achieve EBacc at 4+ compared with non-disadvantaged across local authority and national.



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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	
NA	