

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Thomas Aveling School
Number of pupils in school	1234
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	P Jackson Head Teacher
Pupil Premium lead	Mrs L Holden (Deputy Headteacher) Ms R Chew (Assistant Headteacher)
Governor / Trustee lead	Mrs W Nye (Chair of Trustees)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,255
Recovery premium funding allocation this academic year	£92,184
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£395,439</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

All members of Thomas Aveling staff and the governing body accept responsibility for disadvantaged children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years, those pupils who are in the care system and parents who are in the military. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from socio-economic disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average (27.6%) for secondary schools. In January 2023, 23.6% of pupils were eligible for free school meals and a total of 33.3% under the pupil premium category.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is found
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The strategies adopted to support Pupil Premium students at Thomas Aveling are chosen using the Explore, Prepare, Deliver and Sustain model shared by the EEF. Many of the strategies used in 2022-2023 were successful in previous years, while others were adopted because of other schools' successes, empirical evidence or research undertaken by Thomas Aveling or/and trust wide.

We plan to measure the impact of our Pupil Premium strategy as part of our ongoing cycle of Quality Assurance monitoring and evaluation at Thomas Aveling. Thomas Aveling will formally review the Pupil Premium strategy annually with a panel of governors and the Headteacher and delegated members of the Senior Leadership Team will carry out evaluation activities termly.

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>- <b>Attendance of PP students</b></li> </ul> <p>Monitoring through SIMS shows that the attendance figures have been on a downward trend for disadvantaged students compared to 2019. Through discussions and observations, it is more likely that disadvantaged students will require additional support to attend school.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils.</p> <p>During the 2022-23 academic year, attendance for disadvantaged pupils was 87.7%, this is higher than the national average (85.3%), however, this is lower than non-disadvantaged pupils with 93.5%. The gap has increased to 5.8% from 3.53% in the previous academic year.</p>
2	<ul style="list-style-type: none"> <li>- <b>Achievement of PP students in comparison to non-PP- KS4 outcomes</b></li> </ul> <p>Our assessments, both internal and external show that disadvantaged students generally make less progress from their starting point when entering the school. Outcomes can vary, and barriers to learning and external factors which may provide difficulties differ, highlighting and recognising these barriers has been a priority for the school.</p> <p>Focus and challenge was previously on KS3 maths on 2022-23 PPG report. Differences in outcomes of KS3 maths is now negligible and our focus and challenge is now on progress 8 gaps.</p>
3	<ul style="list-style-type: none"> <li>- <b>Social, emotional, behavioural and mental health of disadvantaged students</b></li> </ul> <p>Mental health significantly influences overall well-being and quality of life. Disadvantaged students may face additional triggers and challenges, and addressing their mental health needs can enhance their overall life satisfaction and happiness.</p> <p>Disadvantaged students may exhibit behavioural challenges due to various factors such as home environment, cost of living, or social circumstances. Addressing these challenges through targeted interventions can create a positive school environment, reduce disruptions, and foster a more conducive learning atmosphere for all students.</p>
4	<ul style="list-style-type: none"> <li>- <b>Reading and Literacy Skills of disadvantaged students</b></li> </ul> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language, literacy, and comprehension difficulties than non-disadvantaged pupils in our school. This impacts their progress in all subjects and as a result is a priority for us. There is still a reading gap between PP and non-PP pupils. Year 7 average reading age for disadvantaged pupils is 9 years and 5 months, compared with 10 years and 4 months for non-disadvantaged. There is a gap of 11 months in year 8, with an average of 10 years and 4 months compared with 11 years and 2 months.</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
<p>- <b>To improve attendance of disadvantaged students</b></p>	<p>Through achievement of improved attendance. As demonstrated by termly attendance reports, FFT tracking and governor welfare reviews. This is to continue until the end of the PPG strategy 2024/25.</p> <p>Whole school targets for attendance is 96%+ and disadvantaged students figures show a current gap of 5.8%.</p>
<p>- <b>To close the gap in achievement and progress between disadvantaged students and non- disadvantaged students</b></p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the percentage of disadvantaged pupils entered for GCSE subjects.</p> <p>For those that are entered, results show a reduction in the achievement gap between disadvantaged pupils and their peers. Last academic year the gap was -1.</p>
<p>- <b>To raise standards of reading and literacy skills of disadvantaged students across all year groups</b></p>	<p>Assessment of pupils' language comprehension and reading ages shows a reduction in the disproportionate outcomes between disadvantaged pupils and their peers from 1 year to no more than 0.2 years by the end of our strategy in 2024/25.</p> <p>Increase in those reading above their age to be used as criteria also.</p>
<p>- <b>To develop the Social, Emotional Mental Health and behaviour of disadvantaged students – with a focus on Character Development</b></p>	<p>Through observations and discussions with pupils and their families. Less CPOMs logs for emotional concerns, behaviour and achievement points monitored to show character virtues.</p> <p>Number of fixed term exclusions analysed and gap between PP and non-PP to be minimal. Current position is 73% of all FTE are disadvantaged students.</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: £138,403.65**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Metacognition Regulation Strategies</b> CPD and roll out – application of Rosenshein principles in teaching</p>	<p><u><b>RATIONALE</b></u></p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year (secondary school students).</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	2, 3, 4
<p><b>Reading Comprehension Strategies</b></p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. This includes reading aloud, use of software packages (Accelerated Reader) and form time reading</p>	<p><u><b>RATIONALE</b></u></p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	2, 4
<p><b>Oral language interventions (also known as oracy or speaking and listening interventions)</b> refer to approaches that emphasize the importance of spoken language and verbal interaction in the classroom.</p>	<p><u><b>RATIONALE</b></u></p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small number of studies that do study maths and science show small positive effects.</p>	2, 4
<p><b>Feedback</b></p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p>	<p><u><b>RATIONALE</b></u></p> <p>Oral feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during or at the end of a task or activity. The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months.</p>	2, 4, 3

<p>This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring below).</p>	<p>Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.</p> <p>The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months.</p> <p>Given, it is not clear when feedback provided can be most effective, feedback policies should not over specify the timing of feedback.</p>	
<p><b>Teaching Assistants</b></p> <p>Teaching Assistants are deployed to work within subjects and support disadvantaged students who also have SEND (Special Education Needs and Disability).</p> <p>The TAs also provide 1:1 and targeted support for these students to minimise barriers to learning such as Attendance, mental health, and behaviour.</p>	<p><b><u>RATIONALE</u></b></p> <p>Evidence from the EEF indicates that the use of teaching assistants can have on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.</p>	<p>1, 2, 3, &amp; 4.</p>
<p><b>Yr 7 &amp; 8</b></p> <p><b>Knowledge Organisers</b></p> <p>At Thomas Aveling these will be produced and introduced to assist with homework and subject recall</p>	<p><b><u>RATIONALE</u></b></p> <p>While there is opinion to support the success of Knowledge Organisers, and studies into the importance of memory and a knowledge-based curriculum, the use of Knowledge Organisers as an effective teaching tool is unproven. At the Education Endowment Foundation (EEF), research has proven that homework can increase a pupil's progress by five months, and meta-cognition and self-regulation can increase progress by eight months. Knowledge Organisers are therefore a way to aid pupils' progress in these areas.</p>	<p>1 &amp; 4</p>
<p><b>Remote Learning Provision:</b></p> <p><b>Teams, Laptops / Dongles</b></p> <p>All disadvantaged students have the opportunity to loan a laptop from the school to use at home to complete homework / coursework. Dongles are also available to provide internet access at home for those students without access. Teams can be used by teachers to set work and deliver lessons to those students who must isolate</p>	<p><b><u>RATIONALE</u></b></p> <p>Evidence from the Sutton Trust EEF Teaching &amp; Learning Toolkit states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)'. </p>	<p>1, 2, 3,</p>
<p><b>Collaborative / co-operative learning</b></p> <p>Pupils working together on activities or learning tasks in a group are small</p>	<p><b><u>RATIONALE</u></b></p> <p>Collaborative learning emphasises the development of essential skills such as communication, teamwork, and problem-solving. These skills are not only crucial for academic success but also for</p>	<p>2,</p>

<p>enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p>	<p>future career opportunities, providing disadvantaged students with a more comprehensive skill set.</p> <p>Collaborative learning creates an inclusive and dynamic educational environment that addresses the specific needs of disadvantaged students. By promoting collaboration, communication, and mutual support, educators can help bridge educational gaps and contribute to improved academic outcomes for all students.</p>	
<p><b>Mastery Curriculum (maths and writing in English)</b></p> <p>Mastery learning was originally developed in the 1960s. Subject matter is broken into blocks or units with pre-determined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support (i.e., intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework). Learners continue the cycle of studying and testing until the mastery criteria are met.</p>	<p><b><u>RATIONALE</u></b></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It is important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p>	<p>2, 3, 4</p>
<p><b>Frequent Low Stakes Testing</b> to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, Doodle, Hegarty, Seneca.</p>	<p><b><u>RATIONALE</u></b></p> <p>The report ‘Cognitive science approaches in the classroom: a review of the evidence’, produced by the EFF, states that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information. Also, the testing process makes pupils aware of weaknesses in their memory and gaps in their understanding, thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement.</p>	<p>2, 3, 4.</p>
<p><b>Rosenshein &amp; TL strategies (CPD)</b> with ‘how to’ aids leading to all students knowing more and remembering more of the curriculum being taught</p>	<p><b><u>RATIONALE</u></b></p> <p>Developing meta-cognition alongside cognitive strategies has consistently been found to have a strong positive impact on learning. The average effect size for explicitly teaching strategies is equivalent to around four additional months’ progress.</p>	<p>2, 3</p>

## Targeted academic support

Budgeted cost: £158,175.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Subject Tuition</b></p> <p>Disadvantaged students are tutored by teaching staff. These are one-hour sessions lasting a maximum of 8 weeks.</p>	<p><b><u>RATIONALE</u></b></p> <p>Evidence from the EEF indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching. Initially this was offered by outside tutors but was not effective. Results from the summer term pilots show significant accelerated progress when delivered by our own staff.</p>	<p>1, 2 &amp; 3</p>
<p><b>Small group Interventions (Lang and Lit)</b></p> <p>Reducing the number of students in a class / intervention enables the teacher to adopt a range of approaches and the amount of attention each student achieves is greater, in terms of feedback and one to one support.</p>	<p><b><u>RATIONALE</u></b></p> <p>Evidence from the EEF indicates that a reduction in class / group size needs to be significant, e.g., below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year</p>	<p>1, 2 &amp; 3</p>
<p><b>Peer Mentoring</b></p> <p>Peer tutoring happens Tues to Thurs each week in the school from 3-4pm.</p> <p>We have two forms of peer tutoring</p> <p>KS3:</p> <ul style="list-style-type: none"> <li>- A targeted group of yr. 7, 8 and some 9 PP students are selected for tutoring by Sixth Form students in English, Math's and Science.</li> <li>- Reading groups for humanities subjects have been added for 2023</li> </ul>	<p><b><u>RATIONALE</u></b></p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	<p>1, 2</p>
<p><b>Small group Tuition</b></p>	<p><b><u>RATIONALE</u></b></p>	<p>2, 1, 3, 4</p>



Small group tuition for targeted students in core and option subjects from current staff increasing their hours and interventions.	Small group tuition creates an environment that is conducive to personalised attention, increased engagement, and targeted support—all of which can be especially impactful for disadvantaged students. This approach recognises the unique needs of each pupil and creates a supportive and inclusive learning environment.	
<b>Targeted holiday catch up classes for Y10, 11 and 13</b>  Access for targeted students to get small group support in specific areas.	<b><u>RATIONALE</u></b>  Targeted holiday settings allow staff to identify and address specific learning gaps or challenges that individual students may be facing. This targeted intervention is especially important for disadvantaged students, who may have unique educational needs that require focused attention.	1, 2,
<b>Reading interventions –</b> Accelerated reader used, and class sets of reading books to further enhance Form Time Reading Interventions. Re-stocked library to allow for appropriate books to be available.	<b><u>RATIONALE</u></b>  This software is cutting edge and will allow a much more detailed diagnosis of a student’s reading difficulties. Class texts will allow for time reading allowed using the Greenshaw framework.	4, 2
<b>Additional revision support</b>  Purchasing revision guides for all subjects, not just core.  Support with a revision weekend residential run by PGL to ensure as many pupil premium students attend.	<b><u>RATIONALE</u></b>  Revision guides empower students to engage in independent learning. They provide a structured and organised way for students to review and reinforce key concepts on their own, promoting self-directed study habits that are valuable for academic success. Revision guides are typically aligned with the curriculum and educational objectives. By providing these guides, you ensure that disadvantaged students have access to materials that align closely with what they are expected to learn, reinforcing the importance of curriculum mastery.	1, 2, 3

## Wider strategies

**Budgeted cost: £98,859.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Homework / Breakfast Club</b>  Breakfast Club provides breakfast for vulnerable students as well as preparing them for the day ahead.  Students are given the opportunity to study in the assembly hall before school and after school they can attend homework club to complete	<b><u>RATIONALE</u></b>  Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused.  Regular homework that is more routinely set can also have an impact of 2 to 3 months progress. These interventions will lead to a reduction in detentions for missing homework and improve attendance to school.	1, 3

<p>homework tasks and to work on coursework.</p> <p>The clubs are supervised by TA's and our HSSW (Home School Support Worker) who offer support to students completing their work as well as emotional support where needed.</p>		
<p><b>Student Fund</b></p> <p>The student fund is overseen by the Pupil Premium Co-ordinator who provides students with uniform, stationery, breakfast and transport costs where needed.</p> <p>Sixth form transition is included in this to help disadvantaged students settle into the school sixth form.</p> <p>Departments can also make bids for funding for resources for disadvantaged students.</p> <p>Every PP student is eligible to support with uniform or a contribution to trip funding.</p>	<p><b><u>RATIONALE</u></b></p> <p>Lack of proper uniforms or essential equipment can be a barrier to school attendance for disadvantaged students. By addressing this issue, schools contribute to higher attendance rates, as students are more likely to feel a sense of belonging and pride in their school community.</p> <p>When schools provide uniforms and equipment, parents may feel more encouraged to actively engage in their child's education. This positive involvement can strengthen the school-home partnership and contribute to the overall success of the student.</p> <p>Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here.</p>	<p>1, 3</p>
<p><b>Brilliant Club</b> Targeted raising aspirations programme for PP students</p> <p>The Brilliant Club mobilises the PhD community to support students who are less advantaged to access the most competitive universities and succeed when they get there. We choose a cohort of children each year in each Key Stage to take part in these activities</p>	<p><b><u>RATIONALE</u></b></p> <p>1 in 50 of the least advantaged students enter the most competitive universities, compared to 1 in 4 of the most advantaged. Disadvantaged students are therefore 18x more likely to miss life-changing higher education. This disadvantage does not disappear when they enter university. Disadvantaged students are 3x more likely to miss a 1st or 2:1 grade at university. This affects an individual beyond their time at university and impacts society as a whole.</p>	<p>2, 3</p>
<p><b>Behaviour interventions</b></p> <p>Internal and external agencies, DOLs, ADOLs, HSSW, SEND, DSL, Children's team, DHTs, counselling services, Pupil Premium Coordinator all have a role to play in improving behaviour and therefore access to the curriculum</p>	<p><b><u>RATIONALE</u></b></p> <p>Effective behaviour interventions contribute to the creation of a positive school climate. By addressing and modifying behaviour, schools can foster an environment where students feel safe, respected, and supported, which is essential for academic success and personal growth.</p> <p>Disadvantaged students may experience a range of challenges outside of the classroom, such as economic stress, family issues, or community hardships.</p> <p>Behaviour interventions provide a framework for identifying and addressing the underlying issues that may contribute to disruptive behaviour, allowing for a more holistic approach to student well-being. Disadvantaged pupils may face disproportionate disciplinary actions, contributing to a cycle of disadvantage. Effective behaviour interventions aim to reduce disciplinary disparities by implementing fair and</p>	<p>1, 3</p>

	consistent approaches that consider the individual needs and circumstances of each student.	
<p><b>Trauma Informed Practice</b></p> <p>Training all staff and awareness of Adverse Childhood Experiences can help staff understand and provide a key role in supporting in a way which reduces escalation and creates a calm and safe environment.</p>	<p><b><u>RATIONALE</u></b></p> <p>Trauma-informed practice is a compassionate and holistic approach that recognises and addresses the unique needs of disadvantaged pupils who may have experienced trauma.</p> <p>By creating a safe, supportive, and understanding learning environment, staff can help these students overcome challenges and thrive academically and emotionally.</p>	3

**Total budgeted cost: £395,439.00**

## 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.

#### GCSE

Disadvantaged students had a progress 8 score of -0.46 compared to non Disadvantaged of +0.46. However, our disadvantaged students performed better when compared to national data that indicates that this is around -0.5

Although the P8 score was higher this year, the gap increased.

The average point score for English Language PP was -0.55 behind the national average. The number of disadvantaged students passing English only highlights the importance of literacy further down the school and remains one of the school's top priorities. For English Literature the average point score was -0.51 behind the national average.

Smaller gaps were found in maths; however the maths APS was -0.86 behind the national average. Science had a small gap of the national average of -0.32.

Throughout the year, data and assessments suggested that the attainment of disadvantaged students was below our expectations.

GCSE subject	Gap % for grade 4+ (PP/NonPP)
English Language	-47%
English Literature	-40%
Maths	-34%
Science Double award	-38%
History	-10%
Geography	-64%
Italian	+13%
French	+20%
Spanish	+8%
( 8 pupils total)	

It is important to note that the P8 score for disadvantaged students was higher than the national average.

#### Year 7 - KS3 Progress

			JULY	MARCH	NOV
PP	65	% Below	17	17	15
		% Expected	52	55	59
		% Good	25	24	22
		% Above	6	5	5
NON PP	127	% Below	10	9	10
		% Expected	46	50	53
		% Good	32	32	29
		% Above	11	9	8

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expected progress was 1%, this has reduced from the previous year which was 4%. Students making below expected progress is -7% for disadvantaged students which is an increase from last year. Data from these assessments' grades inform the provision of targeted support via peer tutoring.

#### Year 8- KS3 Progress

PP	95	% Below	14	14	8
		% Expected	47	49	57
		% Good	29	31	30
		% Above	10	6	5
NON PP	127	% Below	9	9	6
		% Expected	46	49	54
		% Good	31	33	35
		% Above	14	9	6

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expectations expected progress -1% which is an improvement from -10% last year. Students making below expected progress is -5% for disadvantaged students. Data from these assessments grades inform the provision of targeted academic support via peer tutoring.

### Year 10

The progress 8 score for year 10 at the end of 2022-2023 academic year was -0.17. The P8 for PP students July 2023 was -0.43 but this improved throughout the next academic year following targeted interventions. The gap between PP and Non-PP has reduced into year 11.

Historically our P8 estimates in yr. 10 are significantly below outcomes in year 11 as staff are reluctant to predict higher grades at this stage so despite the gap, which is a key focus, we are pleased with these early projections with this cohort.

### Year 9

Average Attitude to Learning Grades (ATL) for our PP students have improved from 2.03 2021/22 to 1.94 in 2022-2023.

Progress 8 scores are calculated from current working levels rather than estimates so are not reliable to make decisions on interventions.

## Targeted Academic Intervention

### Peer Tutoring

#### How does this Peer Tutoring work?

- Peer Tutoring is provided for Yr. 7 and 8 Pupil Premium (PP) students who were identified as underperforming (**BELOW**) in English and Maths, Science, History and Geography. Over 30 High achieving 6<sup>th</sup> form students were selected and paid using PP funding to tutor the students after school.
- PP students were identified & selected for Peer Tutoring, following a data drop, by Subject Leaders.
- Resources were provided by the Class Teachers and PP students were individually matched with 6<sup>th</sup> form Peer Tutors who had strengths in the identified subject area.
- Peer Tutors met with students on a weekly basis (afterschool), to tutor students addressing the knowledge gap identified by the class teacher.
- Peer Tutors completed an academic progress report which was fed back to the PP Interventions Coordinator and class teacher on a weekly basis.
- The PP interventions officer was in regular correspondence with parents/carers at the beginning and end of throughout the Peer Tutoring sessions and feedback has been very positive. The PP interventions officer sent regular emails messages to Peer Tutors and Tutees.

#### Outcomes from the last cohort – 23 pupils year 7 and 22 in year 8

INTERVENTION SUBJECT	YEAR 7	YEAR 8
----------------------	--------	--------

<b>MATHS</b>	33% of pupils working in line or above	100% making inline progress
<b>ENGLISH</b>	100% of pupils making in line or above for reading, 12.5% in writing.	100% of all students that are now In Line and above for writing and 57% for reading
<b>SCIENCE</b>	100% of pupils making good or exceptionable progress	100% of all students making good or exceptional progress

### Reading Interventions and accelerated reader

One of the key SIP priorities continues to be improving Reading Age and Speed of our students in 2022/2023. The actions to achieve this were as follows.

- A Reading Co-ordinator role was established with clear targets.
- A full cycle of Lexplore completed.
- Reading age and speed assessment outcomes to be shared with all staff.
- Embedded into SIMS on registers.
- Staff training to be provided on how to support students with lower-than-average reading ages / speed.
- Each department has a reading lead to address subject specific reading/literacy challenges, whole school staff CPD.
- Monitoring that staff are working to improve reading in lessons (observations) and following literacy marking expectations
- Vocabulary displays, challenging students to read out aloud, testing spellings.
- Advice to be provided to parents of students with lower-than-average reading age and speed
- Improve image of reading across school through publicity and rewards
- Student Voice groups to be set up to provide input.
- Utilise peer mentors to support with reading age / speed.
- 6<sup>th</sup> Form Reading ambassadors involved in form time interventions.
- Full trust training day on improving literacy.
- Full programme of form time guided reading
- Trust training and working with the trust lead in literacy.

## Wider Strategies

### Welfare Interventions

Whilst the confidential nature of the intense pastoral support that is undertaken at Thomas Aveling will not be disclosed, a number of staff are tasked with aiding improvement in attendance and behaviour and achievement data including:

- AHT Designated Safeguarding Lead
- Attendance Officer and Children's team lead
- Home School Support Worker (HSSW)
- Directors of Learning
- Assistant Directors of Learning
- PP Intervention Officer
- Whole school Trauma Informed Practice

Although many of the roles above will be common, there is some worth in outlining the key roles of 2 of these staff:

### Home School Support Worker (HSSW)

Our home school Support Worker supports the aims and objectives of the school and the engagement, learning and achievement of children and young people by working with students, and with parents, individually, in groups, as a community

or a sub community. Strategic priorities are usually assessed at locality or school level and, as a result, a wide variety of local needs may affect the responsibilities of the HSSW. The range of issues addressed through home school support work may span:

- The common barriers to student learning and achievement, including, for example, attendance, punctuality, poor behaviour and school induction and transition.
- Parenting skills and understanding, and parent and family education.
- Parent and community engagement.
- Outreach with hard-to-reach groups or for particular specialist groups.
- Parental advice, information and representation.

#### **Pupil Premium Interventions Officer**

Thomas Aveling appointed an Intervention officer to support the school's priority to reduce the amount of PP students with low attendance / persistent absence / high levels of inclusion / exclusion.

Role of Intervention Officer;

- Daily focus on the monitoring of the Pupil Premium Cohort attendance with a particular focus on those persistent absentees. First day courtesy calls home and or home visit by HSSW arranged. Daily liaison with House teams for attendance purposes by PP Intervention Officer.
- Close monitoring of logs for PP students with a focus on those that are on the closer radar of the PP Intervention Officer.
- Proactive management of the Peer Tutoring Scheme with PP Intervention Officer acting as the first point of contact for all 6<sup>th</sup> Form Tutors and the Pupil Premium KS3 students (and their families) for those identified as underperforming by Subject Leaders.
- Weekly monitoring of Positive logs with individualised messages of recognition handwritten on post-it notes and delivered by PP Intervention Officer to a varying selection of Pupil Premium students each Friday.
- Open access for PP students to equipment/water/sanitary products and supplies/loan of shoes & uniform/healthy snacks/fruit and cups of tea at break time in the Pupil Premium Office.
- Regular audits of Free School Meal uptake with follow up for all those not taking their meals regularly to identify & remove any barriers and increase take up of FSM entitlement
- Timely support for the Pupil Premium students and their families to book parents' evening appointments with the aim to ensure attendance is achieved. Interventions individualised to support families as necessary.
- In liaison with House teams, PP Intervention Officer ensures that those students requiring support with provision of revision guides and resources are supported financially to do so. Individual support offered once it has been identified by the Children's' Team.
- Working with the Brilliant Club lead to ensure Pupil Premium students receive support during the programme.
- Daily visits to the inclusion zone at the start of the day to check students have water, had breakfast and if not, breakfast and food provided with encouragement to access breakfast club.

#### **Behaviour & Attendance**

The targeted use of Pupil Premium funding to subsidise lead teachers has had a beneficial impact upon the reinforcement of high behavioural expectations throughout the school as well as positively impacting upon the teaching and learning within departments.

Analysis of behaviour points shows that those PP students receive a slightly disproportionate number of logs compared to non-PP, but that they also receive a disproportionate number of positive logs as well.

The school maintains the target of 96% attendance on a whole school basis. As indicated in each year group the gap between PP and Non-PP students in yr. 7, 8, 9, 10, 11 and 12 has widened from 2017-18 to 2021-222 which is priority for the school.

Comparative attendance figures for 2022-2023 between PP and Non-PP students was as follows:

Year group	7	8	9	10	11
% Present + AEA (PP Students)	87.8%	88.3%	88.9%	87.1%	84.7%
% Present + AEA (Non PP Students)	94.0%	93.6%	93.6%	92.5%	93.8%
Attendance GAP	6.2%	5.3%	4.7%	5.4%	9.1%



### Exclusions

Year group	% of exclusions that were PP students
7	70%
8	81%
9	50%
10	44%
11	79%

On going support to try and minimise further exclusions includes Horizon Programme, Character Education, Strengthening Minds, and whole school Trauma Informed Response. Movement towards positive noticing will be a focus for 2023/24. Overall the total amount of exclusions were made up of 63% disadvantaged students.

### Externally provided programmes

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

Programme	Provider