Pupil premium strategy statement

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	Tong Leadership Academy
Number of pupils in school	796
Proportion (%) of pupil premium eligible pupils	44.0%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Daniel Styles
Pupil premium lead	Rachel Cruise
Governor / Trustee lead	Paul Urry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£419,175
Recovery premium funding allocation this academic year	£111,780
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£530,955

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to allow all students access to the same educational opportunities including those who are pupil premium. Our strategy allows us to give this access without the need to put a financial cost to families, for example, free books and revision materials, subsidised uniform, free access to all intervention and enrichment activities. We firmly believe that numeracy and literacy 2 skills are the keys to the wider curriculum and with this in mind, our pupil premium strategy looks to focus resource on improving these skills in order to facilitate curriculum wide improvements. We aim to maximise the percentage of students from disadvantaged backgrounds who achieve grade 4 or 5 in English and maths.

Challenges

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

Challenge number	Detail of challenge
1	Missed learning opportunities due to Covid-19 related disruption
2	Low level reading skills on entry A KS2 Scaled Reading score below 100 indicates literacy skills below that expected for children of that age. Of the students who achieved below the expected standard at Key Stage 2 the following students are disadvantaged: 51% of disadvantaged students in Year 7 56% of disadvantaged students in Year 8 54%* of disadvantaged students in Year 9 56%* of disadvantaged students in Year 10 64% of disadvantaged students in Year 11 Low level mathematics skills on entry. A KS2 Scaled Maths Score below 100 indicates numeracy skills below that expected for children of that age. Of the students who achieved below the expected standard at Key Stage 2 the following students are disadvantaged: 50% of disadvantaged students in Year 7 60% of disadvantaged students in Year 8 57%* of disadvantaged students in Year 9 58%* of disadvantaged students in Year 10 71% of disadvantaged students in Year 11 *based on CAT testing conducted within the school, not referenced to a national benchmark as KS2 assessments did not take place

3	Engagement of less advantaged families with the education process - Student and family voice opportunities regularly reflect low aspirations - Many disadvantaged families feel disengaged from education - Absenteeism is an issue
4	SEND: A high number of pupils are considered to be of 'double disadvantage' i.e. students who have both SEND and are eligible for Pupil Premium
5	Families of disadvantaged learners may struggle to secure the necessary learning resources: - Over 72% of our pupil population currently live within the top 30% of deprived areas in the country (IDACI) - Therefore, students are regularly struggling to access the equipment they need to learn outside of school
6	Social and emotional challenges amongst disadvantaged students are prevalent
7	Affordability of learning materials, resources and access to activities. A lot of our students live within close proximity of the school, which is based in an area of high socio-economic deprivation. Around 75% of the school cohort is in the top 30% of deprivation nationally with around 50% in the top 10% most deprived. Specific issues include low parental incomes, overcrowded households, poor health and access to health care, including mental health, low self-esteem or confidence, lack of relatable role models, low levels of adult participation in higher education.

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
Disadvantaged students will have a range of resources available to them that they may not otherwise have access to.	All students able to access home learning as students are given free revision books and resources. • All students wearing the correct uniform due to subsidised uniform for those who request support and free blazer/tie for new Y7 students. • All students are able to attend after school revision and clubs at no charge.
Low prior attaining disadvantaged students are able to access in school interventions to allow them to catch up and keep up with their non disadvantaged peers.	The attendance to intervention for disadvantaged students will be in line with their peers. • Data analysis for each half term will ensure that pupil review meetings can take place where required and action taken quickly. • Intervention groups will have disadvantaged students

	clearly identified in order to constantly assess their progress. • SEND support strategically placed across all year groups to give the greatest amount of support to pupils.
Disadvantaged students have access to a wide range of reading materials and are supported in accessing texts.	Small group reading intervention is given to those who need additional support in improving their reading ability and dedicated reading for all students every day – Read Aloud.
Increase the percentage of students achieving a grade 4 and 5 in English and maths at GCSE.	The gap between PP and non-PP students achieving grade 4 and 5 in maths and English is narrowed • The percentage of disadvantaged students achieving grade 4 and 5 in maths and English is increasing

Activity in this academic year

We adopt an evidence-based approach to allocating our Pupil Premium funding and base our principles in this regard on research from institutions such as the Education Endowment Foundation (EEF). For example:

• We believe that improving the attainment and progress of Pupil Premium students will benefit all students in turn, and therefore allocate some funding to general, whole-school improvement strategies

• We adopt some narrow-focus strategies, such as providing free educational resources, which quickly alleviate some barriers to learning faced by disadvantaged students

• We complement this approach with strategies directed at broader aims, such as improving attainment in Basics in order to ensure greater access to level 3 qualification

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £324,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in English and maths which allow	EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.	1 4

intervention classes to take place		
Quality first teaching – to allow PP students to be challenged at the same rate as their peers and given every opportunity to be successful	EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.	1 2
Provision of CPD throughout the year to develop teaching and learning approaches across learners and support staff in being confident delivering stretch and challenge through lessons for all students.	EEF states that 'Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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.'	1
Designated HLTA assigned to each year group	Additional specialist support assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum	2
Literacy lead to improve the literacy in all subject areas	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject as outlined in the EEF report 'Improving Literacy in Secondary Schools'	1

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

Budgeted cost: £102,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school intervention classes available to students in English, maths, science,	High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to	1

history and geography and MFL	classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.	
In school intervention classes available for students who are at risk of not achieving a grade 5 in maths and English	EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.	1 2
Free revision guides and high-quality revision materials given to students	EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including attendance, behaviour, and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social and emotional barriers to learning.	5
Performance review meetings between senior leaders, head of year and parents of students from disadvantaged backgrounds who are underperforming	The EEF implementation guidance report states 'schools should continue monitoring implementation to capture how the intervention is being adopted and adapted over time.' These review meeting will enable use to review if interventions are making a difference for our students.	1
Reading intervention	Reading intervention given to those who need it Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/wordgap.pdf As part of this, the school will enhance reading (intervention, dedicated reading lessons, star readers). EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong	1 5

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

Budgeted cost: £104,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternate provision: Students who are unable to succeed in	Gov.uk states 'Positive relationships with staff in AP settings are not just the foundation of positive learning	2 3

mainstream school are given the opportunity to succeed in our internal ISIC unit with specialist teachers.	experiences but constitute important social learning in their own right. Mastering the ability to develop respectful adult relationships is necessary for successful progression into further education or employment.'	
EAL Support (TA and resources); Support for students who have English as an additional language which gives them the tools they need to successfully access the curriculum.	Additional specialist support assistants provide disadvantaged students with English as an additional language targeted support in accessing and adapting the curriculum.	1 4
Support the wellbeing of students: • Dedicated attendance team to improve attendance • Access to a counsellor and safeguarding officer for vulnerable pupils • Designated Progress Leaders for each year group to support the individual needs of pupils Financial support for individuals and families	EEF guide to Pupil Premium relates 'non-academic challenges' to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social and emotional barriers to learning. Regular mentoring of key students will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged students.	3 5 4
Mentoring TFTF Mentoring Commando Joes	Mentoring provides young people with a positive role model to whom they can look for support on a range of issues, including relationships, personal development and aspirations. The EEF finds that mentoring programmes can impact young people to the effect of two months' extra learning	4

Total budgeted cost: £530,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Achievement of disadvantaged students in 2019	Achievement of disadvantaged students in 2023
Progress 8	-0.68	-0.49
Attainment 8	30.00	32.43
9-4 English And Maths	22.5	40.4
9-5 English and Maths	18.0	21.3
Entered for EBACC	38.2	86.2

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
GCSE Pod – to support with online revision in all subjects	GCSE Pod
Sparx – maths tailored for all students	Sparx
Tassomai – additional science support	Tassomai
Vocab universal offer	Reading wise
Launguagenut – MFL support	Languagenut