

# Pupil premium strategy statement – Tibshelf Community School

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

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

## School overview

Detail	Data
Number of pupils in school	Tibshelf Community School
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lucie Wainwright
Pupil premium lead	Mathew Sykes
Governor / Trustee lead	Pete Wragdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,562
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£6,624
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£245,186

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The Pupil Premium funding is being used to develop structures and strategies to help raise achievement levels and improve progress across the curriculum.

Our key objective in using pupil premium funding is to narrow the gap between pupil groups. Historically, national levels of attainments are lower for students eligible for funding. Tibshelf Community School is committed to improving the achievement of students entitled to pupil premium support. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The government stipulates that the Pupil Premium Grant is the best way to address inequalities. It is to ensure that pupils who might have experienced economic disadvantage in their families are not disadvantaged in their education. We utilise the funding to reduce any disadvantage by funding opportunities and resources to support the learning and wellbeing of those pupils.

Our strategy is also integral to wider school plans for education recovery, notably through the investment in behaviour and pastoral support where pupils whose education has been worst affected, including non-disadvantaged pupils is addressed using the recovery premium.

Our approach will be responsive to our students, our community and our contextual challenges and needs.

To ensure they are effective we will:

- 1. Improve the progress of disadvantaged students through high quality teaching and learning**
  - a) Ensure that the curriculum is fit for purpose for disadvantaged students
  - b) Ensure that the targets that have been set for disadvantaged students at Tibshelf Community School are aspirational based on FFT20
  - c) Ensure that disadvantaged students are represented in all sets but in particular higher sets across all faculties
  - d) Ensure that all staff are using data when planning for disadvantaged students
  - e) Ensure that all Line management / DoF / ELT / SLT meetings have a strong teaching and learning focus on disadvantaged students
  - f) Develop whole school teaching and learning strategies to promote the progress of disadvantaged students
  - g) Support Heads of Faculty in effectively delivering school wide teaching and learning strategies developed for disadvantaged students and ensuring that they are used all year
  - h) Ensure that assessment and feedback is effective for disadvantaged students and this is planned for in lessons

- i) Support the teaching and learning team to ensure the quality of teaching within the school is consistently good
- j) Develop the literacy and oracy levels of disadvantaged students

**2. Effectively use data tracking based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions**

- a) Ensure all faculties have in place high quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge
- b) Create an effective accountability cycle in which the progress of all disadvantaged students is discussed, resulting in effective in and out of class interventions
- c) Use accurate data to target disadvantaged students for high quality interventions
- d) Effectively use data to target literacy programmes for disadvantaged students
- e) Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking
- f) Monitor the progress of all disadvantaged students in terms of achievement, progress, behaviour and attendance after each data entry
- g) Share all findings with all relevant parties including governors and parents

**3. Improve engagement with disadvantaged families in the community**

- a) Focus on getting parents of disadvantaged students into school through phone calls and meetings
- b) Develop a range of attendance strategies to raise the attendance to school and to lessons of disadvantaged students
- c) Monitor the work of the attendance team in raising the attendance of disadvantaged students
- d) Host family support evenings
- e) Use academic mentoring to promote parental engagement
- f) Create a parental toolkit to promote the learning of disadvantaged students at home
- g) Ensure that transition programmes effectively engage families of disadvantaged students

**4. Ensure all disadvantaged students have a wide range of extra-curricular activities available to enrich their education and raise aspirations**

- a) Develop an enrichment curriculum
- b) Provide a wide range of extra-curricular activities for disadvantaged students to engage with
- c) Ensure all disadvantaged students are supported and prioritised in accessing extra-curricular activities
- d) Provide disadvantaged students with the opportunities to visit Higher Education establishments and work experience opportunities
- e) Provide disadvantaged students with opportunities to experience enriching cultural activities such as theatre and art galleries
- f) Ensure that disadvantaged students are represented on the student council, peer mentors and any decision-making forums within the school
- g) Prioritise disadvantaged students for careers advice in all year groups
- h) Monitor the work of the pastoral team in supporting disadvantaged students accessing the Tibshelf Student Charter

- Ensure that disadvantaged students access a high-quality transition programme

## Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is generally lower than that of their peers and this is consistent in both Key Stage 3 and 4.
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations. Our challenge is to re-engage and address the low aspirations/careers of some of our PP pupils following the extended closure of school due to COVID 19 pandemic.</p>
3	Self-confidence, behaviours, mental health & resilience are affecting the progress of some (mainly PP) students across Key Stage 3 & 4.
4	Some students lack academic literacy, fluency and sophistication with language, we want to ensure that they are equipped with the skills and ability for their next steps.
5	<p>Absence and persistent absence rates are higher than national for our PP students. Our analysis indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, referrals for interventions and support from internal and external services significantly increased.</p>
6	Geographical barriers for students from Holmewood and Heath areas and economically these areas are identified locally as being the most deprived from our catchment area. Up-to-date surveys carried out by Police and Public Health show that these areas have higher than average domestic violence and drug and alcohol use.

7	Some students lack social and cultural experiences due to the rural nature of our location.
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## 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
Improve the Achievement of disadvantaged students across the curriculum	Reduction in the gap between PP and non-PP attainment
Encourage re-engagement in education by continuing to develop confident, independent learners, equipped with study skills to succeed with disadvantaged students moving on to positive destinations post 16.	Engagement with Careers Service, participation in aspirational activities, increased number of PP students moving onto college, 6 <sup>th</sup> Form, employment, decreased numbers of NEETs and increased Level 3 courses.
Improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning. Increase self-confidence, aspiration and resilience with PP students, and parents in order to create an environment where learners can flourish.	The emotional needs are met so that progress and academic achievement can improve.
Improve the academic literacy and fluency of eligible students.	<p>A whole school approach to literacy ensures that students have sophisticated use of language</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improve the attendance of eligible students.	Sustained high attendance in line with national averages.

<p>Geographical and economical barriers for these students does not impact their outcomes.</p>	<p>Parents/carers from these areas participate at Parent consultations at 90%.</p> <p>Students from these areas show no gap in attendance or attainment from their peers.</p> <p>All PP parents/carers from these areas to attend at least 1 function at the school during the academic year, if social distancing measures allow.</p>
<p>Enable social and cultural mindset growth and experience.</p>	<p>All PP students experience social and cultural experiences in line with their peers</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To design a broad, balanced and creative curriculum that meets the needs of all Tibshelf students. It is</p>	<p>Disadvantaged students benefit from high quality Curriculum design' The EEF Guide to Pupil Premium (2019)</p>	<p>1 2 4 7</p>

<p>planned and sequenced coherently which allows knowledge and skills to build cumulatively.</p> <p>Carry out full curriculum and timetable review.</p> <p>Integrated curriculum financial planning.</p> <p>Ensure assessment is fit for purpose.</p>		
<p>Raise attainment of all PP students by including performance management targets for pupils' progress focussing on attainment of PP students in all teaching groups.</p> <p>There is a shared understanding amongst all staff that the best strategy for reducing the gap is quality-first teaching through direct instruction.</p> <p>High quality CPD with a focus on Early Careers Teachers and those staff new to Tibshelf</p> <p>Performance Management targets reflect PP attainment.</p> <p>Teachers use seating plans to effectively plan for inclusion of PP students.</p>	<p>Making teachers accountable for the progress of key groups/individuals with a sense of priority for PP pupils' attainment. Evidence from the Sutton Trust suggests that highly effective teaching and teacher/students' relationships are key to reducing in school differences between cohorts.</p> <p>"Pupil premium should sit at the heart of a whole school effort with all staff understanding the strategy and their role within it" – EEF Guide to PP 2019.</p>	<p>1 2 4 7</p>

<p>PP students are targeted for cold calling more than others.</p>		
<p>High quality feedback</p> <p>Continued priority high emphasis on the quality of feedback given to all learners.</p> <p>Ensure timesaving, timely ongoing verbal feedback is being given constantly to help students improve their work live in the classroom.</p> <p>Make this a standard item on all agendas</p>	<p>Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment (+ 8 months), and it is suitable as an approach that we can embed across the school. Focus on responding to marking from Examinations to build resilience in this group.</p> <p>Highly competent teachers ensure students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds.' Dylan Wiliam (2009)</p>	<p>1 2 4 7</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1 4</p>
<p>Focused tracking and identification of gaps, appropriate interventions identified in order to secure expected and better progress</p> <p>All middle leadership roles have TLR</p>	<p>Additional capacity to allow for focussed tracking with leaders identifying and intervening in narrowing gaps and security expected and better progress.</p> <p>Research based teaching strategies to promote effective learning are proven to have significant impact on outcomes for students.</p>	<p>1 2 6</p>

specifically linked with PP cohort, monitored termly and put on whole school calendar.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 133,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a varied programme of careers guidance and enrichment including trips and visits relating to careers and aspirations.</p> <p>Careers provision and Brilliant Club.</p>	<p>The aspirations of PP students should be enhanced by the experiences provided by the school.</p> <p>ASCL “Twenty-first-century life places complex demands on young people for work, so enabling students to become self-confident, skilled and career-ready learners must be an integral part of their education. Opportunities to engage in career-related learning while gaining transferable life-long skills in applied knowledge, critical thinking and communication are fundamental for young people to make the successful transition from education”.</p>	<p>2 3 5 6</p>
<p>PP students are identified and targeted to ensure that they are making progress in line with whole school</p> <p>Purpose is to improve through teaching and learning the behaviour, attendance and attainment of PP students.</p>	<p>Students are not making academic progress in line with whole school data.</p> <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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 3 4 5 6 7</p>

<p>Students transitioning into Y7 with low levels of literacy are identified and appropriate strategies/ interventions are put in place.</p> <p>Literacy Resource Manager</p>	<p>High numbers of PP students are coming into Y7 with lower-than-average literacy levels, as per primary teacher assessments or statutory tests in primary school.</p> <p>This role will allow us to continue interventions that have been in place in Y6 and support pupils to continue to improve their literacy levels.</p> <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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3 4 6</p>
<p>Tibshelf students benefit from high and varied extra-curricular life</p> <p>Ensure that disadvantaged students have a rich and varied diet of enrichment and participate in after school enrichment activities which builds their social and cultural capital.</p>	<p>Students who do not have the opportunities for enrichment are able to access these developmental opportunities through school.</p>	<p>6 7</p>
<p>External marking of Y11 mock examinations to ensure robust, independent feedback for students and CPD opportunity for staff.</p>	<p>Focussed staff CPD and rigorous externally verified papers.</p>	<p>1</p>

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

Budgeted cost: £ 65,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on the attendance of PP students through the embedding of the principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Safeguarding &amp; Intervention Team Manager and Safeguarding &amp; Medical Welfare Officer monitoring of attendance of all pupils below 95%</p> <p>Attendance interviews, first day call, actions plans and engagement with parents to improve attendance rates.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>We know that when pupils attend school regularly without constant breaks, they make greater progress.</p> <p>Evidence shows that pupils who attend school make better friendships, are resilient, take more ownership in their learning and are more confident.</p> <p>Pupils respond to recognition through the provision of awards and will often try harder when an award is being offered.</p>	<p>3 5</p>
<p>Contingency fund for acute issues through the consistent monitoring of progress of PP students across faculties with interventions and targeted support for PP students within their faculty.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified in order to ensure that students are not disadvantaged through their learning as a result of financial requirements.</p>	<p>1 2 3 4 5 6 7</p>
<p>Heads of Year to monitor and intervene with pupil's behaviour and attendance to ensure</p>	<p>Evidence collated by the DfE shows that children with poor attendance and fixed term exclusions are unlikely to succeed academically and they are more likely not to be in education,</p>	<p>3 7</p>

<p>a culture of consistency.</p> <p>To ensure that both absence and persistent absence rates for Pupil Premium meet school targets for 2021/22.</p> <p>To monitor patterns of behaviour and analyse trends amongst PP students.</p>	<p>employment, or training (NEET) when they leave school.</p> <p>'Better behaviour benefits everyone' Tom Bennett</p>	
<p>Family Support Worker &amp; Social, Emotional Support</p> <p>PP students with complex social, emotional, home and personal issues receive appropriate support and advice.</p> <p>Personalised student interventions, NVR course, parental engagement.</p>	<p>On average, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Support programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>3 5 7</p>
<p>To equip students to change their behaviour to prevent risk of exclusion via the use of external behaviour support services.</p> <p>Behaviour Support – external support</p>	<p>(EEF – Teaching and Learning Toolkit – 2016) “Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities”.</p> <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>3 5 7</p>

**Total budgeted cost: £ 244,194**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes of external assessments from Summer 2024 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in the majority of key areas of the curriculum. Although the gap between PP and non-PP students remained relatively consistent with the exception of Basics 5 match where the gap closed by 1.4% on the previous year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, the long-lasting effects of partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of bespoke online resources. While gaps remained fairly consistent, achievement for all students rose.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the longer-lasting effects of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach in our new plan. The introduction of our restorative behaviour system has reshaped our ethos and culture around behaviour management, and this has impacted positively on our students.

Quality First Teaching across the board needs to continue to be the main source of improvement:

- Departments and individual staff have a specific focus to ensure they implement Teaching and Learning strategies which will impact on the learning and progress of our disadvantaged students.
- The tracking 3/4 times a year, the development of more rigorous analysis of SISRA data, more focus on the progress of disadvantaged students through lesson observations, work scrutiny and RAG meetings is enabling staff to identify weaknesses much earlier and apply appropriate interventions.
- There has been a specific focus on Teaching and Learning strategies to stretch and challenge all our students including our disadvantaged students. Examples include the Marking and Feedback policy, questioning techniques and differentiated learning opportunities.

Having specialist members of staff dedicated to specific areas in school ie, Focus Room has proved more successful than having two areas split by key stage. It is anticipated that this will continue to enhance this provision and ensure that PP students have the appropriate strategies in place in order to recondition behaviours and perceptions in order for them to access mainstream classes with their peers.

The Focus Room provides an alternative environment where restorative work can be done to modify behaviour, raise self-esteem and to work on life skills and experiences. Students who access this provision have bespoke work packs which can include time with positive behaviour support, outreach support sessions, intervention sessions.

The directed use of the Specialist Teaching and Learning Assistants within Faculties has been developed further into the current plan.

## Externally provided programmes

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

Programme	Provider
Domestic Violence	Elm Foundation
Mental Health	Blues Programme

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service pupil premium students have an allocated intervention worker to with anxiety and loss if/when a family member is deployed and to work with them on creating friendships.

**The impact of that spending on service pupil premium eligible pupils**

Service students have an additional point of contact for support in school and friendships between service children through our observations are formed successfully.



**Further information (optional)**

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