

# 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 students.

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	TMBSS
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	30/9/22
Date on which it will be reviewed	30/9/23
Statement authorised by	Gregory Portman
Pupil premium lead	Lisa Garside
Governor / Trustee lead	Steve Lunt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,300
Recovery premium funding allocation this academic year	£18,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,310

## Part A: Pupil premium strategy plan

### Statement of intent

The students who join TMBSS are at different stages of their own personal journey. A journey has often been difficult, traumatic, and unconventional. Our intention is to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success.

The focus of our pupil premium strategy is to support our disadvantaged students to remove their barriers to learning so they can successfully transition to an appropriate educational provision or post 16 destination.

For some students our core interventions are around improving mental health, social and emotional skills and attendance. However, this support is delivered whilst still maintaining aspirational academic standards and providing access to high quality education.

This combination of support has the greatest impact on closing the disadvantage attainment gap and allows non-disadvantaged students to thrive and achieve in this supportive environment.

We encourage students to take responsibility for their own learning and aim for all students to be involved as far as possible in considering what helps them learn. We help them to reflect on what aspects of learning they find challenging and help put strategies in place to overcome those challenges.

### Challenges

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

Challenge number	Detail of challenge
1	Students have difficulty accessing mainstream education and have difficulty accessing a full curriculum and have significantly lower attainment than their peers nationally
2	Many students arrive with literacy skills lower than national average who traditionally come from families with lower engagement in reading
3	Student mobility; all students have had at least one school move across key stages and have experienced significant disruption to education prior to entry
4	Social, emotional, mental health and communication difficulties including presenting challenging behaviour poses a significant barrier to their learning.

5	Many students have a history of poor attendance and engagement with education
6	The geographical location between home and centre of some of our students results in significant travel time

## 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
To close the gap between PPG and non-PPG	Data demonstrates narrowing of the gap between PPG and non-PPG
To close the gap between national and service data	Data demonstrates narrowing of the gap between PPG and non-PPG
To improve outcomes in Maths and literacy levels	Baseline to first review reading age data analysis. Maths age data analysis currently being piloted in one centre.
To have fewer PLP's improved attendance and increased numbers accessing a full timetable	Decrease number of PLP's, increased attendance

## 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: £ 9,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored individual programmes for disadvantaged students	Improved engagement and outcomes for disadvantaged students.	1,2,3,5
Individual bespoke programmes	To meet individual needs in accessing the curriculum and reduce need for PLPs increasing attendance. As demonstrated through attendance data, termly progress data and group reviews.	4,5,6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions from family support worker to support identified pupils and families to promote engagement and attendance	Many pupils have a history of poor attendance and engagement with education	4,5,6
Planned reading intervention on basis of needs of individual students	Many arrive with reading ages lower than chronological and have limited engagement with reading	1,2,3
One to one intervention sessions	To allocate one to one time with identified students to address some	1,2,3,4

with learning mentor and outreach work to support identified pupils with individual area's requiring development	of the barriers to learning e.g. literacy, numeracy, social and emotional support	
Support from designated CLA teacher so all CLA pupils meet PEP targets, attendance for CLA increases.	Many CLA pupils have experienced disruption in their education and are often not making expected progress for their age group. The designated CLA teacher ensures they can access the literacy, numeracy and social and emotional support to give them the best opportunity to close the gap	1,2,3,4,5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Outdoor Education, Forest School and in house OE certificate, to improve skills and engagement using the outdoor environment	It is a nationally recognised award that feeds into post 16 studies. Working in the outside environment engenders increased focus and improved relationships when working on the core curriculum	1,4,5
Meet, Greet and Eat sessions in the morning. Preparedness for learning, many do not eat breakfast at home.	Good nutrition plays an important part in pupils' ability to learn and ability to sustain their concentration	3,4,5,6
Enrichment activities; cooking, fitness (running and boxing)	Working with students with particular interests, including vocational	3,4,5,6

outreach, To improve skills and engagement using practical activities, mindfulness, wellbeing.	support improves relationships, engagement and well-being.	
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**Total budgeted cost: £ 31,300**

## 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 students in the 2021 to 2022 academic year.

#### **1. Quality of teaching for all:**

**Tailored individual programmes for disadvantaged students. Improve attendance and engagement with education.**

The success of this strategy can be demonstrated in group reviews which evidence students re-engaging in education by following a bespoke timetable.

100% of PPG students were entered for GCSE examinations in 2022 The service attainment 8 score was 15.29 which is an increase from a score of 12.04 in 2019. The attainment 8 score for PPG students in 2022 was 9.93 compared to non-PPG of 17.71.

4 PPG students achieved 5 GCSE's grade 1-9

14 students achieved a GCSE qualification in both English and Maths

13 students achieved a GCSE qualification in English, Maths and Science.

#### **2. Targeted support:**

**Reading interventions Planned intervention on basis of needs of individual pupils**

60% of all students made expected or better than expected progress in their reading. 65% of PPG students made expected or better than expected progress in their reading, compared to 55% of non-PPG students.

#### **One to one intervention sessions with learning mentor and outreach work:**

Social and emotional trackers evidence that on average progress was made for all students in emotional, conduct and learning behaviour.

The amount of progress made was greater in PPG students than non-PPG students. This biggest differences in progress made were in learning and emotional behaviour.

**Appointment of family support worker, to support identified students and families to promote engagement and attendance:**

Students attendance remains a challenge, as the effect of covid on student physical and mental wellbeing continues to have an impact. However, reviews of individual student cases evidence the positive that the support worker has had on student engagement and wellbeing.

### **Support from designated CLA teacher:**

There were two yr. 11 CLA students who both achieved GCSE exams in both English and Maths. Social and Emotional trackers also evidence progress in CLA student across all year groups.

### **3. Other approaches:**

#### **Enrichment activities & breakfast club.**

Group reviews, including students voice and social and emotional trackers, evidence that the nurturing environment that TMBSS provides is valued by students. The enrichment activities seen in the photos in student folders, show the value of the wider character development, opportunities for self-actualisation and social awareness. These form the groundwork for developing positive, trusting relationships with staff and other 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*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A no eligible students



What was the impact of that spending on service pupil premium eligible pupils?	
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## Further information (optional)

Our pupil premium strategy aligns with the identified outcomes from our school improvement plan. We recognise that many of our students, although not eligible for pupil premium support, are at a significant disadvantage compared to their peers in other educational settings, due to their current social economic disadvantage or previous exposure to adverse childhood experiences. The strategy outlined in this document allows these students to be supported equally.

In addition to the funded activities outlined above, TMBSS employs an Educational Psychologist to ensure that all our students receive prompt interventions to identify and remove their barriers to learning.