



Pupil premium strategy statement – TMBSS

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	86
Proportion (%) of pupil premium eligible pupils	55.8 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	30/9/25
Date on which it will be reviewed	30/9/26
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	£ 41,965
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£41,965

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 that 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 join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.

5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These students need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many students are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited, and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability, poorer academic performance, and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment, and they can be signposted to outside agencies to receive support.

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
Improved outcomes among our disadvantaged pupils across the curriculum in all key stages.	Termly data analysis demonstrates an increase in the numbers of our disadvantaged students making expected progress in English and maths.

To close the gap between national GCSE attainment and TMBSS data	Data demonstrates narrowing of the gap between TMBSS and comparable national GCSE data
To improve outcomes in literacy levels	Baseline to first review reading age data analysis demonstrate an increase in disadvantaged students making expected progress in literacy.
To have improved attendance in our disadvantaged student population	Increased attendance that is above the published national attendance levels for comparable provisions
To support the social, emotional, and behavioural needs of our disadvantaged students so they can access their education.	Weekly reports evidencing students engaging in activities provided by TMBSS and accessing their education. Tracking of student's wellbeing using Strength and Difficulty questionnaire outcomes indicates a decrease in social or emotional difficulties.
To decrease the number of students not in education, employment or training	Decrease in percentage NEETS to comparable national data

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding in **2025-26** to address the challenges listed above.

In line with DFE Guidance (Using pupil premium: guidance for school leaders March 2025), funding has been directed to address the specific challenges that disadvantaged TMBSS pupils face, through high-quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed. .

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the recruitment and retention of teaching staff, by providing	The AEF guide to pupil premium states that: <i>Spending on developing high quality teaching may include in-</i>	1,2,3,4,5,6,7

<p>cover time to undertake professional development such as National Professional Qualifications (NPQs)</p>	<p><i>vestment 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.</i></p> <p>EEF-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.</p> <ul style="list-style-type: none"> • Introduction of an ‘up and coming’ middle management programme for middle managers of the future - In TMBSS there are currently middle managers completing NPQ qualifications including NPQSENCO • One middle manager is currently taking the NPQSL course. • One SL has recently completed the NPQH • A teacher has recently become an ECT mentor and she is undergoing training to support the ECT 	
<p>CPD and subject coordinator planning time to allow the development of subject specific planning that follows a formulaic sequence but which is often spiral or cyclical to adapt to the changing student cohort</p>	<p>The EEF provides evidence that supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.</p> <p>The EEF Toolkit and the ‘Effective Professional Development’ guidance report have been used to implement effective CPD.</p>	<p>1,2,3,5,11</p>

<p>As students are transitioning between educational placements the need for continuity is considered when sequencing the curriculum. Subject coordinators link with schools to moderate work, ensure continuity of exam board and curriculum choices.</p>	<p>The curriculum supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance.</p> <p>Evidenced by TMBSS GCSE results data, subject SOL.</p>	<p>1,2,3,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics reading intervention on basis of needs of individual pupils</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Many students arrive at TMBSS with reading ages lower than their chronological age and have limited engagement with reading.</p>	<p>1,2,3,5,7,11</p>

	<p>The service is determined that every pupil will learn to read, regardless of their background, needs or abilities. Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).</p> <p>TMBSS reading progress data</p>	
<p>All students complete baseline academic assessments on arrival.</p>	<p>Delays and gaps in learning that have arisen can be identified and then appropriate targeted interventions put in place.</p> <p>TMBSS student performance data, SEND data analysis, Reading progress and intervention data evidence the effectiveness of this approach</p>	<p>1,2,3,5,7,11</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The TMBSS curriculum model includes a personal and developmental curriculum alongside the formal curriculum. Enrichment activities are considered essential to academic success and social and emotional development and are given high priority.</p>	<p>gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p><i>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extracurricular activities were hugely valuable to young people themselves in ways that are not</i></p>	<p>4,5,6,7,8,10,11,12</p>

	<p><i>quantifiable. Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people’s mental health and wellbeing.</i></p>	
<p>Social and emotional well-being are prioritised, and students are supported through individualised targets and interventions.</p> <p>Student’s social and emotional behaviour is tracked throughout their journey through TMBSS.</p>	<p>The EEF provides evidence that social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p> <p>Social and emotional learning EEF</p> <p>For some students our core interventions are around improving mental health, social and emotional skills and attendance.</p> <p>All students complete the Strength and Difficulties Questionnaire on arrival and at termly intervals</p> <p>Strengths and Difficulties Questionnaire (SDQ)</p> <p>Students Emotional, Conduct and Learning behaviours are recorded on the TMBSS S&E trackers at termly intervals.</p>	<p>4,5,6,7,8,9,10,11,12</p>
<p>Structured opportunities are provided to allow students to engage with peers appropriately in varied forms and contexts, modelled extensively by supportive adults.</p>	<p>The studies in the Toolkit (Social and emotional learning EEF) focus primarily on academic outcomes, but state:</p> <p><i>it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</i></p> <p><i>The evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils.</i></p>	<p>4,5,6,7,8,9,10,11,12</p>

	Activities are planned to expose students to new ideas, provide opportunities to explore new interests and promote positive relationships.	
<p>Alternative provisions are used to enhance the curriculum of some secondary students by promoting social and emotional wellbeing, re-engaging them to improve attendance and providing them with experiences that promote access to suitable post 16 destinations.</p> <p>The impact of the vocational provision (on the overall progress of individual students is systematically monitored.</p>	<p>Students are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils are ready for the next stage and are going on to appropriate, high-quality destinations.</p> <p>Our destination and NEET data will evidence that student outcomes are improving as a result of the additional provision being made for them,</p>	4,5,6,7,8,9,10,11,12
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The Service employs a Family support worker to work directly with families and support our students to improve their attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4,6,7,8,10,11,12

Total budgeted cost: £ 41,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 attendance data, education reviews, social and emotional tracking data which evidence pupils re-engaging in education timetable.

GCSE results 2025 evidence student achievement

- 94% of students achieved at least 1 GCSE 9-1
- 70% of students achieved GCSE qualifications including English and Maths
- 32% of students achieved 5 x GCSE 9-1
- 70% of students achieved at least 1 x GCSE 9-1 in science

Destination data

- 2024-25 TMBSS destination data shows 12% of NEETS which represents 6 yr 11 student.

Targeted support:

Reading and maths interventions - Planned interventions that meet the identified needs of individual pupils.

Reading analysis data 2024-25

- 78% of all pupils made expected or better than expected progress in their reading. (77% 2023-24)
- 77% of PPG students made expected or better than expected progress in their reading, compared to 85% of non-PPG students. (70% in 2024-25)

Summer Termly data analysis 2024-25 shows:

- 85.7% of PPG students with comparable data make expected or better than expected progress in English.
- 92.9% of PPG students with comparable data make expected or better than expected progress in maths.

TMBSS family support worker, to support identified pupils and families to promote engagement and attendance:

Attendance data, weekly student reports and parent and student feedback, continue to evidence positive outcomes from this support.

- 2024-25 Attendance average percentage for the whole TMBSS cohort was 54.38% (compared to the National average for PRU's of 59%).
2024-25 TMBSS PPG student average attendance was 52.62% compared to Non PPG attendance of 56.22%

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.