

Pupil premium strategy statement – Thomas Estley Community College 2023-2026

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 |
|---|--|
| Number of pupils in school | 890 (including Oaks) |
| Proportion (%) of pupil premium eligible pupils | 17.75% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Jo Wilmott Mandi Collins Richard Wheller |
| Pupil premium lead | Hayley Briggs |
| Governor / Trustee lead | Jo Wilmott |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £146789 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i> | £ 24833 (from reallocations on final budget and invoice to other local school) |
| 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> | £171622 |

Part A: Pupil premium strategy plan

Statement of intent

Thomas Estley Community College is committed to seeing all pupils reach their maximum potential both academically as well as more broadly in their personal development. As a college that strives to 'Build Leadership and Character Together' in a 'Community of Courage and Commitment to Success' we believe that every student can succeed, and we are passionate about developing all students to make a positive contribution to wider society both during their time at the college and beyond.

Our intention is that all students, irrespective of personal barriers or background, can achieve well and make good progress in their academic studies. However, as a college with a vision for leadership, we also intend for all students, again irrespective of barriers or background, to have opportunities and experiences more broadly to spark interest, joy and appreciation of the world around them. Therefore, our strategy is designed to support high-quality teaching and learning teamed alongside a wider menu of support and opportunities. We recognise that every student is unique and is facing individual challenges, therefore we offer intentional mentoring and consequential strategic barrier removal at the heart of the day-to-day support offered for our Pupil Premium students. We also carefully promote and encourage opportunities for Pupil Premium students beyond the classroom to develop their knowledge and cultural experiences but also to support them in developing career goals and aspirations. The triplet of high-quality teaching, barrier removal and wider opportunities recognises that it is the 'full package' that is required to give students the best possible start and launchpad for their futures.

We have used research to support the specific elements of this strategy, keeping the EEF with it's active and frequent research at the centre. We monitor the progress of these elements carefully, measuring the impact against the key challenges and outcomes we have identified within the college. We are flexible in responding to the analysis of the strategy's impact and keen to respond creatively to the needs of our learners. At Thomas Estley we believe that no student should be disadvantaged and strive to do whatever is required to ensure educational equity.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | PP students on average have lower attendance than that of other students |
| 2 | PP students on average have higher behaviour points than other students and poorer attitudes to learning |
| 3 | Our PP students in general have lower literacy and/or lower confidence in literacy |

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| 4 | Our PP students have a weaker cultural capital than other students |
| 5 | Our PP students, in general, have low aspirations and do not realise their potential |

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 | End of 23/24 | End of 24/25 | End of 25/26 |
|---|--|------------------------------|------------------------------|-----------------------------|
| Improved attendance of disadvantaged students, narrowing the gap relative to other students | <p>Improved attendance compared with other students evidencing gap narrowing across all year groups on average annually.</p> <p>PP % attendance remain at least in line with National PP% attendance, seeking annual improvement</p> <p>% of PP students who are PA gap reduce to closer that of non-PP students</p> | -4.5% | -3.5% | -2.5% |
| | | Meet National | Exceed National by 1% | Exceed National by 2% |
| Improved attitudes to school and learning | <p>Proportionate contribution of negative behaviour points received by PP learners compared to non-PP learners to reduce annually moving towards closing the gap to Non-PP.</p> <p>Proportionate contribution of positive behaviour points received by PP learners to increasing annually,</p> | -7.8% from prop contribution | -5.8% from prop contribution | 3.8% from prop contribution |
| | | -2.3% | -1.3% | -0.3% |

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|--|---|-----|-----|-----|
| | <p>moving towards closing the gap to Non-PP.</p> <p>Mean ATLs for PP students improve annually.</p> | 2.7 | 2.5 | 2.3 |
|--|---|-----|-----|-----|

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| Increased literacy and/or increased confidence in literacy | <p>Improved NGRT outcomes through the academic year</p> <p>Improved attainment 8 score gap between PP and non-PP students.</p> <p>Improved progress 8 gap between PP and non-PP students.</p> <p>Grade 5+ EM gap to decrease</p> | <p>Students on average improve score by 2%</p> <p>-9.0</p> <p>-0.5</p> <p>36%</p> | <p>Students on average improve score by 3%</p> <p>-7.0</p> <p>-0.4</p> <p>32%</p> | <p>Students on average improve score by 4%</p> <p>-5.0</p> <p>-0.3</p> <p>27%</p> |
| Greater depth and breadth of cultural capital including knowledge and experiences to draw upon | PP students engaging with opportunities to develop cultural capital every student has at least one opportunity each school year. | 90% participation in at least one opportunity | 92% participation in at least one opportunity | 95% participation in at least one opportunity |
| Greater self-efficacy and increased levels of motivation with clear (and ambitious) | PP students engage with and make progress against personal targets, measured in mentoring | 90% of students meet at least 2 targets within the | 95% of students meet at least 2 targets within the | 98% of students meet at least 2 targets within |

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|----------------------|--|--|--|--|
| goals for the future | sessions by academic mentors. | academic year | academic year | the academic year |
| | PP destinations are appropriate and all PP students have engaged with support in making those decisions. | 90% of PP students engage with career support at least once annually | 93% of PP students engage with career support at least once annually | 95% of PP students engage with career support at least once annually |

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: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <u>Staff Training and Development</u> | | |
| <u>CPD opportunities</u> | NFER – 'Most effective ways to support disadvantaged pupils' achievement'. High quality teaching for all. | <u>1,2,3,5</u> |
| <u>Mentoring and Coaching</u> | Highly effective teaching was identified by the Sutton Trust as having a significantly higher impact on disadvantaged students compared to poor teaching when compared with an 'average' student. EEF Guide to the pupil premium <u>EEF guide to feedback:</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 'Studies of verbal feedback show slightly higher impacts overall (+7 months).' | |

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| | <p>EEF guide to metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>‘The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.’</p> | |
| Departmental Support to Enhance Teaching and Learning | | |
| Resources: study guides | <p>EEF Guide to the Pupil Premium: Diagnosing student needs: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</p> <p>NFER – ‘Most effective ways to support disadvantaged pupils’ achievement’. High quality teaching for all.</p> | 3, 5 |
| Resources: cooking ingredients | | 3,4,5 |
| Resources: copies of English texts | | 3,4,5 |
| Resources: bids by departments | | 1,2,3,4,5 |

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

Budgeted cost: £ 61000

| <u>Activity</u> | <u>Evidence that supports this approach</u> | <u>Challenge number(s) addressed</u> |
|--|--|---|
| <u>Tutoring Beyond the School Day</u> | | |
| Brilliant Club | <p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2,3,4,5 |

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|---|--|-----------|
| Leicester City Holiday Schools | <p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2,3,4,5 |
| Subject Specific Tuition | EEF Extending school time has a moderate impact of approximately 3 months | 1,2,3,4,5 |
| Alternative Provision Contributions | <p>EEF- Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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.'</i></p> <p>EEF Toolkit states that Arts participation approaches can have a positive impact on other areas other the curriculum (moderate impact for low cost) There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF- Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> | 1,2,3,4,5 |
| <u>Literacy</u> | | |
| Reading Rampage | EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. | 3,4,5 |
| Y7 Reading Transition Project 'biscuits and brainwaves' | KS3 The Wasted Years –developing students KS3 literacy and numeracy skills equally. | 2,3,4 |

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| Targeted intervention | Sutton Trust evidence suggests that mastery learning of topics can deliver approximately five additional months progress. | 1,3,4,5 |
| Peer Reading | TECC English results demonstrate significant PP gap Small group tuition- EEF- 4+ months of progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,3,4,5 |
| <u>Student Mentoring: Barrier Removal</u> | | |
| PP Achievement Mentors- KS3/KS4 mentor +1.5 KS3 mentor | EEF (2020) & catch up recommendations – digital technology can up to 4 months plus progress. EEF toolkit + 3 months for behaviour interventions. NFER – Seven building blocks for raising disadvantaged pupils' attainment. Meeting individual learning needs. | 1, 2, 3, 4, 5 |
| Uniform | EEF Teaching & learning toolkit identifies social and emotional learning delivering approximately 4+ months impact for very low cost. This runs in combination with a positive school ethos to support students' well-being. | 1, 2 |
| Equipment | | 1, 2 |
| Individual resources | | 1, 2, 3 |
| Transport | | 1, 2 |
| Study Guides | EEF- Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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.'</i> | 1, 2, 3, 4, 5 |
| Texts and textbooks | | 1, 2, 3, 4, 5 |
| Year 7 study bursaries | Cabridge University Research on Digital Exclusion: https://www.cam.ac.uk/stories/digitaldivide EEF research on using digital technology: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 1, 2, 3, 4, 5 |
| Meeting individual needs | EEF: Uniform: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform <i>'If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.'</i> | 1, 2, 3, 4, 5 |

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| | <p>EEF Mentoring: 2+ months of progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105622

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|---|-------------------------------|
| <u>Parental Support</u> | | |
| Living with Teenagers Course | <p>EEF Teaching & learning toolkit states parental engagement can have a moderate impact (around 4 months) for low cost. It maintains communication between the school and the parents regarding academic performance and can prevent barriers arising or continuing to prevent a student's academic progress or impair their well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental</p> <p><i>'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> | 1, 2, 3, 5 |
| Input and information evening | | 1, 2, 3 |
| Attendance Crisis Plans | <p>Pupils with no absences are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. 1 & 4 7 Pupils with no absences are 2.2 times more likely to achieve 5+ GCSEs A8-C or equivalent including in English and Maths than pupils that missed 15-20% of KS4 lessons Department for Education (DfE) research 2016</p> | 1, 2 |
| <u>Holistic Input</u> | | |

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| Leicester City Inspire Coach | EEF- Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 5 |
| Counseling | Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. EEF- Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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.'</i> | 1, 2, 5 |
| Staff: behaviour mentor, attendance officer, wellbeing support staff | Pupils with no absences are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. 1 & 4 7 Pupils with no absences are 2.2 times more likely to achieve 5+ GCSEs A8-C or equivalent including in English and Maths than pupils that missed 15-20% of KS4 lessons Department for Education (DfE) research 2016 DfE advice on Improving School Attendance supports the use of the Pupil Premium to build relationships between families and schools to encourage positive attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities <i>'Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.'</i> EEF- Behaviour Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i> | 1, 2, 3, 5 |
| Mindfulness | EEF- Social and Emotional Learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <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.'</i> | 1, 2 |
| <u>Cultural Opportunities</u> | | |

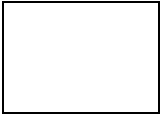
| | | |
|--|--|------------|
| Trip support | | 1, 4, 5 |
| Clubs | EEF Toolkit states that Arts participation approaches can have a positive impact on other areas other the curriculum (moderate impact for low cost) There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 2, 4, 5 |
| Music Lessons | | 1, 2, 4, 5 |
| Transport for extra-curricular participation | | 1, 2, 4, 5 |

PP Input Opportunities

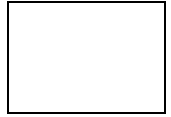
| | | |
|-----------------------------|--|------------|
| Tommo Coffee Club | EEF toolkit +3 months for behaviour interventions by offering opportunity to remove barriers for accessing online platforms and to ensure completion of work so as not to fall behind. | 2, 3, 4, 5 |
| Breakfast Club | | 1, 2, 3 |
| Additional homework support | Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021) | 1, 2, 3 |

Enhanced Careers Opportunities and Aspiration Raising

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|-----------------------------------|--|---------------|
| University visits and experiences | EEF Aspiration Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions | 1, 2, 3, 4, 5 |
| Brilliant Club | <p><i>‘Aspiration interventions tend to fall into three broad categories:</i></p> <ol style="list-style-type: none"> <i>1. interventions that focus on parents and families;</i> <i>2. interventions that focus on teaching practice; and</i> <i>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.’</i> <p>EEF Careers: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_search&search_term=careers</p> <p><i>‘Careers education works best when it is personalised and targeted to individuals’ needs from an early age.’</i></p> | 1,2,3,4,5 |
| Targeted careers input | | 5 |



‘Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.’



Total budgeted cost: £ 171,622

Part B: Review of the previous academic year

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Progress 8 score (a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other comparable pupils nationally) and Attainment 8 (a measure of GCSE attainment across 8 subjects) for our disadvantaged pupils is shared below. The Progress 8 and Attainment 8 figures for 2023/24 given are based off the data released by the Department for Education in October 2024. There is an update to this, which will incorporate various late changes, due in February 2025. We do not anticipate radical changes; in the last comparable year (2019), the national increase in Attainment 8 between the 'provisional' and 'revised' release was 0.2.

23/24 progress and attainment

For 23/24 our Progress 8 score for our disadvantaged pupils was -0.38 compared to non-disadvantaged at +0.04, indicating a progress gap between the groups of 0.42

Our Attainment 8 (a measure of GCSE attainment across 8 subjects) for disadvantaged students was 35.03 The Attainment 8 figure for non-disadvantaged students was 44.99, demonstrating a gap of 9.96

Comparison to national data 23/24- data to follow on National release

EBacc entry

23/24 EBacc entry for disadvantaged pupils was 40% compared to 50% in 22/23 showing a 10% deterioration, this negative trend will be a focus area moving forwards. However, the PP cohort in 23/24 did have a range of external barriers which could account for a portion of this decline. In 21/22 EBacc entries for PP students were 41.1% behind non-disadvantaged students, but this gap reduced in 22/23 to 28.3%. The 2023/24 gap was 28%, suggesting stability.

Attendance

Our attendance gap between disadvantaged and non-disadvantaged children has demonstrated that disadvantaged children have an overall lower attendance rate. In the academic year 2020-2021 the gap was -5.07% In the year 2021 – 2022 it was -5.42% and in 22-23 it was -5.15% suggesting a consistent gap over the last three years. However, considering the context of covid it is positive that PP attendance, although not where our expectations would be, has been stable. A package of interventions around attendance has been established to seek to support progress in this area. Therefore recent data has demonstrated that in every year group except Year 10, Thomas Estley has a smaller attendance gap between disadvantaged and non-disadvantaged, in Year 7 and 8 PP students show better attendance than non-PP students. Year 10 still needs focus as many PP students have complex barriers impacting attendance in this year group.

Externally provided programmes

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

| Programme | Provider |
|---|----------------|
| Leicester City Aspire Mentoring Programme | Leicester City |
| | |