

Thomas Estley Community College -Pupil premium strategy statement 2021- 2024

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Thomas Estley Community College |
| Number of pupils in school | 895 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jo Wilmott Mandi Collins Ann Marie Willett |
| Pupil premium lead | Cathy Cornelius |
| Governor / Trustee lead | Jo Wilmott |

Funding overview

| Detail | Amount |
|--|------------------------------------|
| Pupil premium funding allocation this academic year | £126, 680 (est) |
| Recovery premium funding allocation this academic year | £20,000 |
| Pupil premium funding carried forward from previous year (20-21) | £ 64,363 TOTAL: £211,043 |

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged students at Thomas Estley Community College are given the same opportunity to achieve through providing a broad and balanced curriculum that supports them to achieve their full potential to enable them to progress onto a career of their choice

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attendance of some disadvantaged students (PA %) |
| 2 | Social and emotional barriers |
| 3 | Gaps in knowledge due to poor uptake of 'live' lessons during COVID lockdown |
| 4 | Poor attitudes to learning demonstrated in some lessons |
| 5 | Lack of cultural capital opportunities for some disadvantaged students (FSM) |

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 |
|--|---|
| The PA % for disadvantaged students reduces and is in line with National | The PA percentage for disadvantaged students is inline with the National % |
| Disadvantaged students (KS3 & 4) make rates of progress in line with their non-disadvantaged peers | The subject variation gap between PP and non-PP reduces |
| Positive attitudes to learning for male disadvantaged students | Reduced numbers of behaviour incidents recorded for KS3 & 4 disadvantaged students |
| Increased cultural capital opportunities for disadvantaged students | Disadvantaged students have opportunities to visit theatres and have access to attend music extra-curricular sessions |

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: £ 90,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Two KS3 Pupil Premium Mentor One Full time One 2.5 days a week In class deployment to support teaching and learning | One to one / small group support in lessons – moderate impact for high cost but helps build self-esteem of learners with weak literacy. Supports quality 1st teaching | 3, 4, 2 |
| KS 4 Pupil Premium Mentor In class deployment to support teaching and learning | One to one / small group support in lessons – moderate impact for high cost but helps build self-esteem of learners with weak literacy. Supports quality 1st teaching | 3,4 |
| Positive Behaviour mentor | IMPROVING BEHAVIOUR IN SCHOOLS – EEF Guidance Report | 1, 2, 3, 4 |
| Attendance and Safeguarding Officer | Maximising learning opportunities | 1,2,3 |
| Staff training – Pedagogy Metacognition/Self-Regulation | Maximising Learning The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 3,4 |
| Departmental support to enhance T&L to support disadvantaged students | Maximising Learning The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 3 |

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

Budgeted cost: £ 70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Homework club for all year groups | The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. | 2,3 |
| Tutoring beyond the school day – in house and online | The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. | 2, 3 |
| KS3 'Reading Rampage' Intervention to boost literacy and comprehension | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. (EEF)</p> | 2,3,5 |
| Brilliant Club (KS3) Intervention – A raising aspirations intervention to equip students with the skills and confidence to progress onto the most competitive universities | Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. (EEF) | 2, 5 |
| Breakfast Club | Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but | 1,2,5 |

| | | |
|---|---|-------|
| | whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (EEF) | |
| Feb/May half term study school in collaboration with Leicester City | The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. | 1,2,3 |
| Parental Course – Living with Teenagers | The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF) | 2, 4 |
| Music Lessons | Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. (EEF) | 5 |

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

Budgeted cost: £ 50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Leicester City in the Community (LCitC) Inspire coach intervention | 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF) | 1,2,4,5 |
| Counselling to support emotional wellbeing | | 1,2 |

| | | |
|--|--|-----|
| School Uniform Purchases | | 1,2 |
| Contributions to academic trips | Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. (EEF) | 2,5 |
| Home visits for any FSM to ensure attendance to schools | | 1,2 |
| Laptops purchased to support the learning of students not in lessons due to wellbeing barriers | Maximising every learning opportunity | 2,3 |

Total budgeted cost: £ 210,000

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 pupils in the 2020 to 2021 academic year.

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|---|
| Average progress 8 (0.18) above 2019 NA Students achieving 9-5 grade in English but not Maths (8.3%) above 2019 NA Students achieving 9-5 grade in Maths but not English (4.2%) above 2019 NA Average EBacc Progress 8 (0.16) compared to (0.39) for none disadvantaged students 90% of our disadvantaged students have secured a post 16 pathway |
|---|

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

N/A

Service pupil premium funding (optional)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | 2020-2021 – One student (Year 11) Social and emotional intervention due to external barriers Laptop provided Attendance intervention Study material provided Intervention beyond the school day One to one in class support with KS4 achievement mentor |
| What was the impact of that spending on service pupil premium eligible pupils? | GCSE results: 9 (3-5 grades achieved, including 1 strong pass (5) and 3 standard pass at grade 4) Post 16 provision secured |

Further information (optional)

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