

Pupil premium strategy statement – Tupton Hall

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 | 1338 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Andy Knowles |
| Pupil premium lead | Janine Lammin |
| Governor / Trustee lead | Liz Lovell |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £492,975 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil 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> | £492,975 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantage pupils and ultimately non-disadvantage students nationally.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities outlined in this statement intent to support their needs, regardless of whether they are disadvantaged or not.

At Tupton Hall, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what pupils can achieve. During our three-year strategy we will focus on five key challenges that are preventing pupils from higher attainment. Our approach will be responsive to common challenges and individual pupils needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantage students. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will have the greatest impact on reducing the disadvantage attainment gap but will also benefit all non-disadvantage pupils at Tupton Hall.

All pupils will have access to a broad and balanced curriculum, irrespective of their background. A pupils learning will not be capped due to challenges to learning they might have, such as vocabulary deficit and reading comprehension.

Our strategy is also at the heart of our wider school improvement and disadvantaged students will benefit from both whole school and bespoke strategies. We use targeted support through the school led tutoring grant to ensure those most effected by the pandemic receive timely intervention to improve their Maths and English attainment.

To ensure our approaches are effective we will:

- Embed high expectations for all students
- Act early to intervene using a variety of key indicators to remove any barriers to learning
- Adopt a whole school approach in which all staff take responsibility for raising the aspirations and attainment for all

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------------|--|
| 1 <i>Attendance</i> | <p>Our attendance figures over the last three years indicate that the attendance of disadvantage students is lower than non-disadvantage students. Over the last three years our gap has been between 6-9%.</p> <p>This has a direct correlation to disadvantage students' attainment.</p> |
| 2 <i>Literacy</i> | <p>Our regular and diagnostic testing and observations indicate that disadvantage students generally have a lower reading age compared to their peers. We understand that without support in this area this will have an effect on all progress.</p> <p>Assessments on entry to Year 7 in the last three years, indicate between 45-52% of our disadvantaged pupils arrive below age related expectations compared to 31- 38% of their peers.</p> |
| 3 <i>Attainment</i> | <p>The percentage of disadvantaged students achieving grades 4 and 5 in English and Mathematics is too low and nationally below all students.</p> <p>Historically, our data identifies that disadvantage students perform below their non-PP counterparts across the curriculum.</p> |
| 4 <i>Pastoral Structure</i> | <p>Following regular evaluation of key indicators, discussions and observations we understand that our disadvantage students need regular direct support via our pastoral structures.</p> <p>Particularly since the pandemic we have seen an increased need for safeguarding support and pastoral support to regulate behaviour. Teacher referrals for support remain high.</p> <p>We aim for our pastoral structures to allow swift communication with home to build a strong home school relationship.</p> |
| 5 <i>Curriculum+</i> | <p>Curriculum+ is at the heart of our school culture. We offer a vibrant variety of activities, clubs, practices and booster learning sessions outside of lesson time in order to enrich and develop students' skills, interests and talents. Our data suggests that disadvantage students are often less likely to engage in extra curriculum activities, we work hard to ensure students are inspired to try an activity and remove all possible barriers.</p> |

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 achieve and sustain improve attendance for all pupils, particularly disadvantaged students. | Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line with national. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Observations, diagnostic assessments and pupil's attainment will show: <ul style="list-style-type: none"> a reduction in the number of disadvantaged students that have a reading age below their chronological age by the end of Year 7 We have a clear graduated response to ensure that all students that have a reading age below their chronological received targeted support Teachers embrace the whole school reading culture and see an improvement through student engagement in lessons and progress |
| Improved overall attainment for disadvantaged students across the curriculum at the then end of KS4, particularly in English and Mathematics. | By the end of our current plan in 2026/7, KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of at least 33 an EBacc average point score of at least 2.5 at least 21% passing GCSE maths at grade 5 or above |
| Embed an aligned pastoral structure to support disadvantage students to thrive in school | Observations and pupil attainment will show that: <ul style="list-style-type: none"> Pupils are supported by a strong pastoral system that supports raising achievement A culture of high expectations leads to clarity for pupils and episodes of |

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| | <p>poor behaviour are significantly reduced</p> <ul style="list-style-type: none"> • Sustained high levels of wellbeing are reflected in the students and parental surveys |
| To improve and sustain an increased up take of Curriculum + activities by disadvantaged students. | <p>The data indicates that disadvantage students regularly engage in Curriculum + activities.</p> <p>The year on year trend shows an increase in the number of active participates.</p> |

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: £ 197,190 (40%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p> | 2,3 |
| Effective development of Literacy coordinator to deploy timely and effective interventions to students with a reading age below chronological. | <p>With the effective use of accelerator reader, we will continue to keep reading at the heart of our schools' culture.</p> <p>EEF Accelerator Reader</p> <p>Reading comprehension strategies continue to have a substantial impact of students' future attainment.</p> | 2,3 |

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| | EEF Reading Comprehension Strategies | |
| <p>CPD</p> <ul style="list-style-type: none"> • External courses to support raising achievement and ensure a broad and balanced curriculum • Leadership development • Appointed seconded senior leaders to support progress of key groups • Whole school professional development | <p>Effective professional development at all staffing levels is key to pupil success.</p> <p>Effective Professional Development</p> | 1,2,3,4,5 |
| <p>Teaching assistants effectively support classroom practice to support in raising achievement. All staff are trained to interpret provision maps to effectively support all learners.</p> | <p>Provision maps are in place for all SEND pupils, with a team of teaching assistants being effectively deployed to support SEND learners.</p> <p>Effectively deploying teaching assistants</p> | 2,3,4 |

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

Budgeted cost: £197,190 (40%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Action Tutoring Impact (2023-24)</p> | 1,2,3 |

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| <p>Purchase of standardised diagnostic assessments- Arti and STAR, alongside accelerated reader.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Accelerated Reader</p> | <p>1,2,3</p> |
| <p>Build on the targeted interventions in place to improve chronological reading age including our phonics provision</p> | <p>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.</p> <p>EEF Phonics</p> | <p>2,3</p> |
| <p>Driving aspirations for all KS4 Learners through focused support such as targeted tutorials, poetry live, Supporting Success Evenings, providing dedicated workspaces and resources along with a full holiday timetable of events.</p> | <p>Supporting Revision and the Seven Step Model</p> <p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p>EEF Extending the school day</p> <p>EEF Summer Schools</p> | <p>1,2,3,4,5</p> |
| <p>Develop and embed a whole school independent learning platform utilising Sam Learning, that supports disadvantaged students to complete more independent study.</p> | <p>Evidence shows that disadvantaged students are less likely to work independently due to the barriers they face, our strategy will work to increase the number of hours students' study outside of school.</p> <p>EEF Homework</p> <p>Sam Learning Impact</p> | <p>1,2,3,4</p> |
| <p>Effective options and careers support will ensure students</p> | <p>We will ensure Tupton Hall students are supported through the options process including several 1-2-1 opportunities.</p> | <p>2,3,4</p> |

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| opportunities are never restricted. | Careers support also plays a crucial role in Life, skills and wellbeing lessons alongside dedicated independent advice. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 98,595 (20%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Working together to improve school attendance.</p> | 1,2,3,4,5 |
| <p>Continue to drive the Curriculum + agenda to ensure we offer all students an ambitious extra curriculum programme, particularly to engage our disadvantaged learners</p> | <p>EEF evidence suggests that character and essential life skills in childhood are associated with a range of positive outcomes at school and beyond, with the most effective strategies being linked to learning.</p> <p>EEF Aspirations Interventions</p> | 3,5 |
| <p>Drama and dance activities delivered through Curriculum + and cultural trips</p> | <p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> | 2,3,5 |
| <p>Our Pledge passports encourage students to broaden their horizons; commit to</p> | <p>Pledges play a vital role in raising student aspirations and are at the heart of our culture. Staff work with students during dedicated challenge</p> | 3,4,5 |

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| improving their community; and make the most of their time inside and outside of lessons. | time sessions to encourage and motivate students to complete all over their time at Tupton. EEF Aspirations Interventions | |
| Pastoral – aligning pastoral structures to fully support pupils and remove barriers to learning | The pastoral structure includes: assistant headteachers per house, Heads of house, house support officers alongside our safeguarding, student support and attendance team. This results in a full overview of any barriers to learning and ensure barriers are removed swiftly. EEF Parental Engagement | 1,2,3,4,5 |
| Contingency fund for acute issues. | 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. | All |

Total budgeted cost: £ 492,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For 2024, the Progress 8 Score (which is 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 with similar pupils nationally) for our disadvantaged pupils was -0.84. For attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 30. See [DFE Guidance](#) for more information about KS4 performance.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged students at Tupton Hall perform below the national attainment 8 score 2023/24 for was 45.9 and the progress 8 score -0.03.

Analysing our Key Stage 4 and our own internal assessments suggest that, despite some strong individual performances, the progress and attainment of the schools disadvantaged pupils was well below our expectations. Our observations and analysis show that our pupils are still affected from wider issues impacting their attainment ultimately their attendance plays an integral influencing factor along with behaviour and wellbeing. However, over the academic year 2023-24 we did see an improvement of +0.28 on our previous progress 8 score for our disadvantage cohort and subsequently an increase of 4.53 improvement to overall attainment. We are pleased with this shift and this is a reflection of the ongoing activities and strategies that the school has been implementing over the three year cycle.

Based on all the information above, we have reviewed our approach and adapted our current plan to move us closer to achieving our desired outcomes as outline in our plan.

Our evaluation of the approaches delivered last academic year indicates that strategies such as our use of the School Led Tutoring Fund, working in partnership with Action Tutoring and PETXi improved the outcomes for those learners that actively engaged for the desired time frame. We will continue to reflect and see how these can be adapted to have a greater impact on future cohorts.

Our newly aligned pastoral structures, now ensure communication with our hardest to reach families has improved and this is evident in a reduction of students failing to attend for their final assessments.

However, we also identified that some approaches we used had less impact than desired and that some will take longer to embed before the impact is seen in outcomes.

Our assurances demonstrated that reviewed behaviour systems led to improved behaviour last year, but challenges around wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and remains a key priority within the three-year strategy.

We have triangulated evidence from multiple sources to review the impact of our three-year strategy. Internal and external quality assurance confirms that students have a positive experience in lessons that enables them to make good progress. We have continued to develop our staff expertise and this is evident in the progress students make.

Another area of greater success is within our Curriculum+ activities. Our tracking shows that our number of disadvantaged students engaging in activities continues to grow and we are utilising a variety of strategies to ensure this continues. Over the last three years the proportion of disadvantaged students taking part in our Curriculum + activities have risen to 64.4% (compared to 77.8% non-disadvantaged) and we are committed to seeing this increase further.

However, the attainment gap between our disadvantaged students and non-disadvantaged students is not reducing at a quick enough rate, and this is compounded when poor attendance is incorporated. Our EBacc entry percentage is still below national however, with detailed options process we are confident that students have access to a broad and balanced curriculum and continue courses that they aspire to be successful in.

Although we are disappointed with the EBACC entry, we understand that the research indicates that this is currently a national issue and we continue to take inspiration from schools who have had more success post pandemic and work tirelessly to improve the above within our current strategy.

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 |
|-----------------|--|
| SISRA Analytics | Use of SISRA to identify underperformance and direct targeted interventions. |
| ClassCharts | All students and their parents have access to Class Charts for their |

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| | homework, behaviour and overall communication from school. |
| Ed Class | Software packages used when students are unable to attend for prolonged periods of time or for students struggling to engage. |
| CPOMs | An online system to accurately record welfare and safeguarding concerns and actions. |
| Counselling | Bespoke in school service |
| National Tutoring Programmes | Action Tutoring – Year 10 & 11 PETxi – Year 11 |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- offering a range of high-quality Curriculum + and Life Skills and Wellbeing activities to boost mental health, behaviour, attendance, and aspirations. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantaged students on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

We will continue to use the updated EEF's implementation guidance to help us continue to develop our strategy and regularly review and adjust our plans to secure better outcomes for our pupils.