



The Trafalgar School

at Downton



Equality of opportunity – Pupil Premium Strategy
A whole school approach 2020-2023

School overview

Number of students in school	771
Proportion of disadvantaged students	15%
Academic years covered by statement	2020/21 – 2021/22 – 2022-23
Original publish date	November 2020
Publish date	September 2021
Date of last review	September 2021
Date of next review	September 2022
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Governor lead	Helen Vincent, Robin Vanderzee
Statement authorised by	LGB – 16 th September 2021

Funding overview

Pupil premium allocation last academic year	£127,800
Pupil premium allocation this academic year	£123,950 (Estimated)
Recovery premium funding allocation this academic year	£14,000 (Estimated)
Total budget for this academic year	£137,950 (Estimated)

What is the Pupil Premium?

National statistics demonstrate that students experiencing ‘financial hardship’ do not achieve¹ as well as their peers. The Pupil Premium Grant is paid to schools for students who are: recorded as being eligible for Free School meals (FSM) in the last 6 years (Ever6), who are ‘Looked After’, who are supported by the National Asylum Support Service (NASS) or who have a parent serving in the Armed Forces.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities (between eligible children and their peers) by ensuring that funding to tackle disadvantage reaches the students who need it most.

¹ Both in Progress or Attainment

Part A: The Pupil Premium strategy

Trafalgar School Pupil Premium Charter – The statement of intent

At The Trafalgar School at Downton we are determined that a students' financial circumstances will not be a barrier to high attainment.

- To enable students in receipt of pupil premium funding to feel supported, to make good academic progress and achieve high levels of attendance.
- To establish a consistent, clear approach to the way that funds are allocated and support given to students so that they feel supported in both their learning and pastoral needs.
- We will never assume 'disadvantaged students' face the same barriers, or have any less potential to succeed.
- We will treat every young person's circumstances individually.
- As professionals, we are learners too and we will constantly seek out new ideas and share the very best practice.
- We will monitor the impact of any intervention.

Pupil Premium Strategic Aims:

1. Ensuring disadvantaged students' academic outcomes are on a par with ²other students nationally.
2. Ensuring disadvantaged students have equality of opportunity in accessing all aspects of the curriculum.
3. Ensuring that disadvantaged students' progress on to an ambitious Post 16 provision of their choosing.
4. Ensuring disadvantaged students have the necessary skills and personal qualities for sustaining themselves in education and training Post 16 and beyond.

Challenges

1. Students may have **lower attainment on entry** and may already have ground to make up.
2. Students may have **low attendance** either through a lack of the necessary support systems at home (bus fares, access to sanitary products, absence parents due to work patterns) or responsibilities within the home environment such as being a Young Carer.
3. **Low aspirations and expectations:** Evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a **gap between the aspirations that do exist and the knowledge and skills that are required to achieve them** (Education Endowment Foundation).
4. Disadvantaged students can often **feel undervalued** and that nobody 'believes' in them.
5. Students may have **social and emotional issues** resulting in low confidence and self-esteem.

² 'Other students' is the Department of Education term for students who are not disadvantaged.

6. Student may be first in family to consider Post 16 education or University. Ambition may be low.
7. They may have a **Special Educational Need** diagnosed or undiagnosed.
8. They may not readily take on positions of responsibility or not be ready or able to take part in co-curricular activities.
9. **Homework** can be a big barrier to learning for many students. They simply have no access to a conducive learning environment or don't have the support systems at home to allow them to complete the work.
10. There may be a lack of access to **basic learning resources** such as books or revision guides.
11. **Significant gaps in learning due to lack of engagement during school closure due to Covid19:** Initial data suggests that disadvantaged students engaged less with online learning during the lockdown period than their peers. This was due to a lack of IT equipment and internet in addition to a lack of parental guidance and support.
12. **They make be lacking in cultural capital** - Black and William (2018) argue that: *"Children from working class families, who are only familiar with the restricted code of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives."*
Children born into families who read books, newspapers and magazines, visit museums, art galleries, zoos, take regular holidays, watch the news and documentaries, and talk about current affairs, what they are reading or doing develop what is called cultural capital.

As part of its Pupil Premium Strategy, the school undertakes a periodic audit of all PP students to ascertain one or more barriers to learning. (1b – Flag System). It is imperative that those who know the students best, and the students themselves, are involved in this process. This information is then used to plan our overall provision and target individual support via an Education Plan for disadvantaged students.

Intended outcomes - Targets for disadvantaged students

Progress 8	Achieve top quartile for progress made by disadvantaged students. A score greater than 0.0	Sept 22
Attainment 8	Achieve national average for attainment for all students (46.7)	Sept 23
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for all students (43%)	Sept 23
Other	Improve attendance to national average (95%)	Sept 22

Activities in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above. Total cost £134,500

1. Teaching

Budgeted cost £21,000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Deployment of staff and leadership (MWi ³) in: <ul style="list-style-type: none"> a) Promoting an ethos of achievement for all. b) Meeting individual learning needs through: identifying individual vulnerabilities and needs (through the schools 'Flag' system). Early intervention approach. c) Identifying what might help a student in the next steps in their learning regardless of whether they are performing below, at or above expectation. d) Monitor PP progress through lesson scrutiny and 'book looks' and providing feedback. e) Developing PPD networks including neighbouring schools, school clusters, online and national events. f) Sharing 'best practice'. g) Evaluating the effectiveness of our provision and sharing learning with all staff. 	Third Space Learning, February 2021 : The intelligent use of data is essential. It is not enough to know how many students there are in receipt of the funding, they need to be individually recognised and their particular needs identified. This helps schools to avoid the assumption that all such pupils are low achieving. If a disadvantaged child is achieving well, then the funding is there to help him or her achieve even more highly.	£12K	3, 4, 7
Providing consistently high standards of quality teaching for all (Quality First Teaching) through effective CPD: <ul style="list-style-type: none"> a) High expectations and challenging targets 	According to the EEF Attainment Gap Report (2018) the, quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools	£4K	1, 3, 9, 12

³ 1 day per week

b) Supporting metacognition and independent learning c) Closely monitoring student performance, formatively and summative d) Embedding assessment for learning systems e) Tailoring teaching to need f) Developing cultural capital	focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.		
Building cultural capital through a whole school approach to Literacy see the 'Principles of Literacy'. Including 'The Great Big Read'	According to the EEF Toolkit, communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	£5K	12

2. Targeted academic support

Budgeted cost £64,500

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Key Stage 3 - Targeted support for students below in English and Maths. Dedicated intervention teacher , based in Learning Support (TG)	According to Galton et al (1999), almost 40% of children fail to make expected progress during the year immediately following a change of schools, and	£25K	1
Fund a Transition Coordinator to ensure a smooth transition for PPD students and their families. (DF ⁴)	Department for Education data from 2011 shows that average progress drops between Key Stage 2 and 3 for reading, writing and maths.	£6.5K	1, 2, 5
Year 11 subject specific intervention programme after school and during tutor time in English (NB) and Maths (MG/IL)	According to the EEF Attainment Gap Report (2018), targeted small group and one-to-one interventions have the potential	£5K	1, 3

⁴ 1 day per week

Small-group tutoring programme for students in English and Maths at Key Stage 4 (KA) ⁵ . Top-up to the National Tutor Programme	for the largest immediate impact on attainment.	£20K	3
Reduce class sizes in Key Stage 4 core subjects. Additional class added for small group intervention.		£20K	

3. Wider strategies

Budgeted cost £40,000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
PPD Champion Mentoring Programme including: a) Opportunities to discuss academic progress b) Support in accessing co-curriculum opportunities c) Further Education visits and workshops d) Careers guidance (above and beyond)	Motivation is seen as one of the most important aspects that educational practitioners can target to effect engagement and thereby improve student outcomes - Classroom Goal Structure, Student Motivation, and Academic Achievement, Meece et al. (2006)	£24K	3, 4, 6, 8, 9
Social and emotional support strategies i.e.: a) Wellbeing Plan for Young People b) Working with outside agencies in supporting young people and their families c) Counselling		£6K	5
Dedicated time from Attendance Officer – 1 day per week	Absence rates are higher nationally for pupils who are known to be eligible for claiming free school meals. The overall absence rate for these pupils was 7.6 per cent, compared to 4.3 for non-FSM pupils. The persistent absence rate for pupils who were eligible for FSM (23.6 per cent) was more than twice the rate for those pupils not eligible for FSM.	£6K	2

⁵ 70% funded by the national tutoring programme in 2021-22

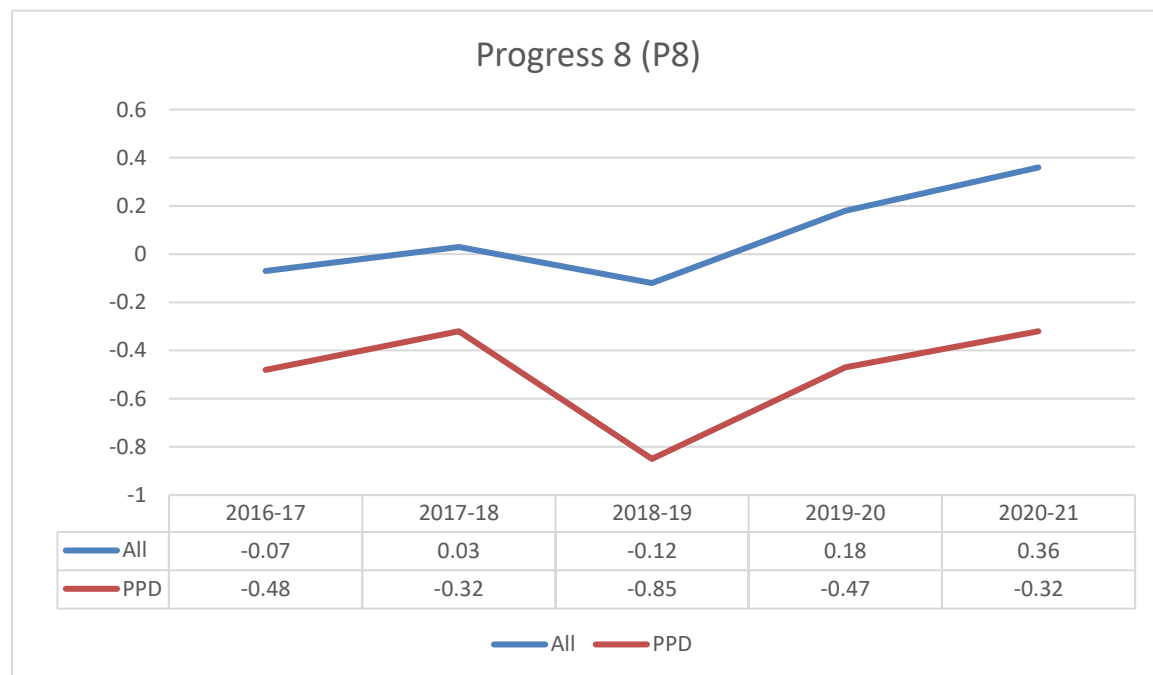
Investing in resources that boost a student's learning at home or in school, such as laptops, revision guides, revision resources.		£4K	9, 10, 11
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

What impact did the Pupil Premium Strategy have on Year 11 Academic performance in 2021?

The following graph shows the academic progress of disadvantaged students compared to other students. A score greater than 0.0 is progress above the national average for all students.



Disadvantaged students made progress above the National Average for similar students nationally (-0.32 compared with -0.45 nationally and -0.75 for White British FSM students). Whilst disadvantaged students are making more progress at this school the gap has not yet narrowed as more students make above average progress.

Externally provided programmes

None

Appendix – Links to Pupil Premium resources

DfE

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

EEF

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

DfE Templates

<https://www.gov.uk/guidance/pupil-premium-strategy-statements#template>