

# High Tunstall College of Science



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## Pupil Premium Statement

Revised	-	May 2023
Review Date	-	May 2024
Responsibility for Review	-	Deputy Headteacher (Students)

## Pupil premium strategy statement

This statement details our college's use of pupil premium and recovery premium for the 2021 to 2022 academic year funding to help improve the attainment of our disadvantaged students.

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 college.

### School overview

Detail	Data
School name	High Tunstall College of Science
Number of pupils in school	1349
Proportion (%) of pupil premium eligible pupils	401 students 29.7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	16 May 2023
Date on which it will be reviewed	15 May 2024
Statement authorised by	Mark Tilling, Headteacher
Pupil premium lead	Laura Ovens, Deputy Headteacher
Governor / Trustee lead	Paul Asensio, Pupil Premium Link Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	382,165
Recovery premium funding allocation this academic year	90,024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	472,189

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, in all subjects.

The pupil premium is additional to main school funding and is allocated to children from low income families who are known to be eligible for Free School Meals (FSM). Children who have been looked after (in Care) continuously for more than six months are also eligible, as well as service children.

At High Tunstall we recognise that not all our socially disadvantaged students are registered or qualify for FSM and we reserve the right to allocate the Pupil Premium funding to support any student or groups of students that the college has legitimately identified as being socially disadvantaged.

Ultimately, the focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our college. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider college plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole college approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

In summary, schools are free to spend the Pupil Premium as they see fit but are held accountable for how they have used the additional funding to ensure students from low income families make the same progress as their peers.

High Tunstall commits itself to removing barriers to learning and believes that a personalised approach to intervention is important in avoiding students not achieving their full potential.

Publishing information about how we have used the pupil premium grant ensures that parents and others are made fully aware of the attainment of students covered by the Premium and the extra support they receive.

## Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks. The gap can widen in their time across school. There is an end of KS4 gap in recent years at Grade 4 in Maths. To address this a number of students require support beyond the classroom in order to gain progress with the curriculum. This is part of the necessary recovery in order to make long term progress. This support and intervention will be targeted. Support will be predominantly in class with the class teacher and Maths catch up or IAs, or small groups outside the classroom. This will be done to recover skills in problem solving (barriers post Covid) in order to move onto progression in the subject.
2	Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. The gap can widen in their time across school. There

Challenge number	Detail of challenge
	<p>is an end of KS4 gap in recent years at Grade 4 in English. There is a need to improve the of skills of teachers and inclusion assistants to address specific needs in pupil premium students. Staff need to better understand the social and emotional needs of some of our students. The tiered reading strategy identifies students with misconceptions and checking basics (barriers post Covid) and support/develop staff to promote literacy, through reading programmes, and support identified pupil premium students across the curriculum. Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in english.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 846 students (402 of whom are disadvantaged) currently require additional support with social and emotional needs, with 43 (22 of whom are disadvantaged) currently receiving small group interventions.</p> <p>Post pandemic there is an increase in more complex social, emotional and mental health cases requiring school support packages.</p>

Challenge number	Detail of challenge
6	<p>Our attendance data over the years 2020-2021 (pandemic impacted years) indicates that attendance among disadvantaged students was 7% lower than for non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p> <p>The recovery of an effective tiered system of attendance supports better engagement and resilience in school. We aim for disadvantaged students' attendance to be in line with other students' attendance.</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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>Intervention classes and individual tuition to help improve students skills and rate of progress in English, Maths and science</p> <p>PP students attend regular sessions (intensive over short period) until concepts and skills grasped with 90% success rate from first and only intervention required</p> <p>By the end of our current plan in 2024/25, 40% or more of disadvantaged students enter the English Baccalaurate (EBacc). In previous years this figure was 21 - 32%. 2024/25 KS4 predicted outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 46</li> <li>• an EBacc average point score of 4.5</li> </ul>
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

Intended outcome	Success criteria
	<p>Improvement in reading ages via the tiered reading strategy (accelerated reading programme, morning reading interventions...)</p> <p>Improvement in literacy via Lexia programmes</p> <p>Raised levels of progress in reading, engagement, achievement and self-esteem as a result of these programmes</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Student Support Officers, Pupil Premium Learning Coach and Inclusivity Learning Coach to provide support alongside their regular meetings with Pupil Premium, EAL, Young Carers and families open to Early Help strategies</p> <p>Build capacity for 1:1 appointments to cater across SEN/LAC/PP</p> <p>Staff training to help students manage stressful situations</p> <p>Employment of Anti-bullying consultant and Well-Being Co-ordinator</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
<p>To achieve and sustain improved attendance for all students, particularly our</p>	<p>Breaking down barriers with families and improving attendance, including for primary transition</p>

Intended outcome	Success criteria
disadvantaged students.	<p>Transition team, SENDCO and Attendance Team to work with Primary Leads and partner primaries to identify poor attenders and hard-to- reach parents</p> <p>Sustained high attendance from 2021/22 to 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 4%.</li> <li>• the percentage of all students who are persistently absent being below 14% and the figure among disadvantaged students being no more than 6% lower than their peers.</li> </ul>



## 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: 148,034.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding</p>	1, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching for Mastery training).	effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: <a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p>	2

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

Budgeted cost: 134,304.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
comprehend texts and address vocabulary gaps.	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: 104,121.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Programme & ELSA & Resilience Programme  Anti-Bullying Lead and Well-Being Co-ordinator  ABC Counselling	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p> <p>Attendance Team Home college Link</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5, 6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: 386,460.50**

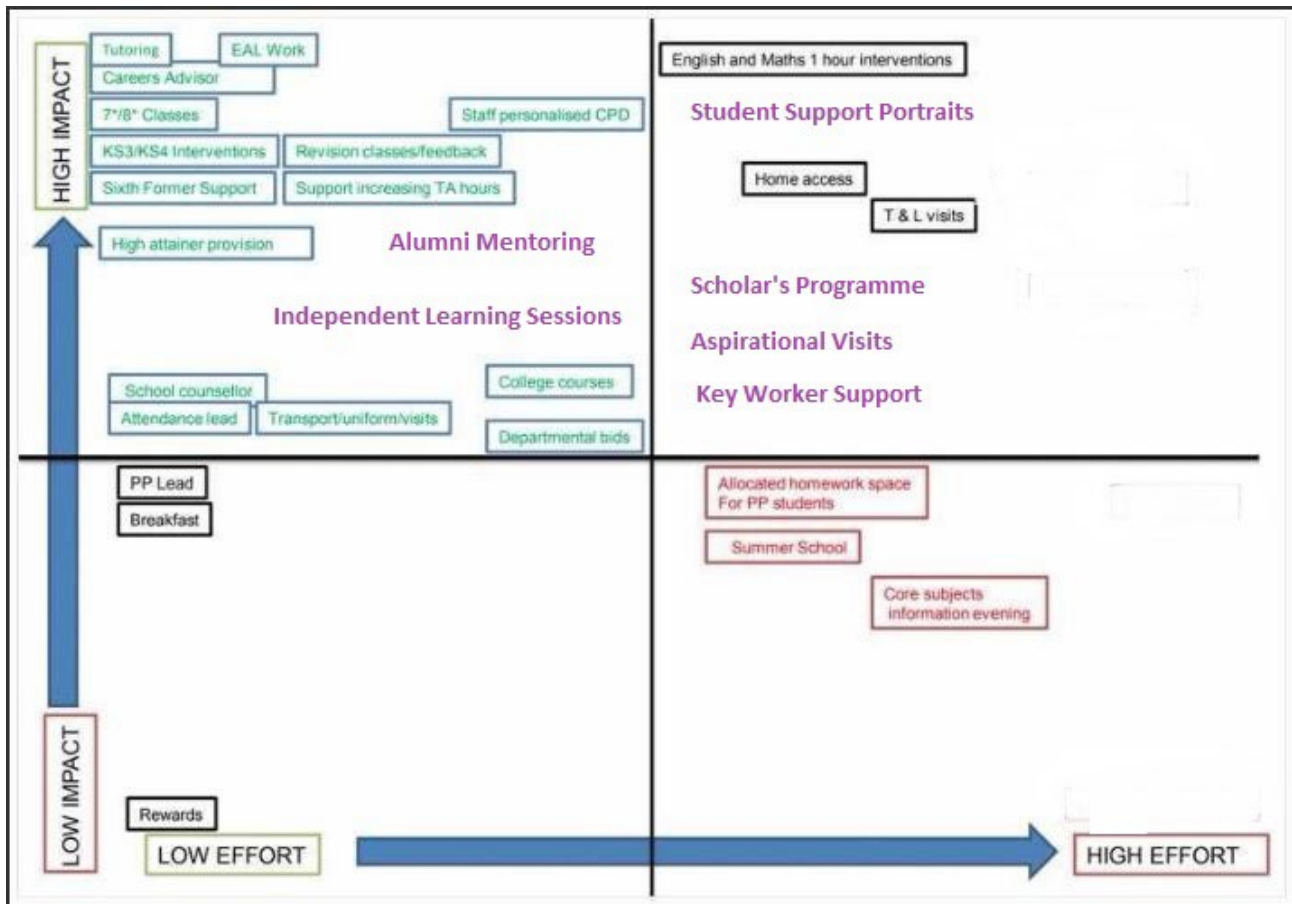
## Recovery Premium Funding

Budgeted cost: £90,024

Activity	Outcome	Cost
Reading support for students	<p>Reading groups – KS3 students to attend a weekly reading group during breakfast morning sessions. Guided reading will improve accessibility and engagement. Students will be able to keep their copies to help boost motivation in reading.</p> <p>Reading Leaders – PP students will be invited to lead reading groups comprised of younger or peer students with a view to increasing their interest in reading, developing leadership and mentoring skills and modelling best practice as well as supporting the reading skills of weaker readers.</p> <p>Book fairs/Bookbuzz – to be held in the ILH to raise the profile of reading and boost engagement with text. PP students will be invited to choose a book with no financial contribution needed for their book of choice and/or gifted a BookBuzz book.</p>	£30,000
Y6 transition box reading book	<p>Gifting all Y6 students a reading book in their transition box highlights to them the value and importance that HTCS places upon reading and sets out clear expectations of them in regard to reading as they join the school.</p> <p>They are provided with a level platform for accessing the English curriculum as the text is linked to the secondary curriculum at HTCS.</p>	£15,000

<p>Reading resources – whole College</p>	<p>Updating and improving the book range in the ILH and accessed through form time encourages an interest in reading and supports our whole school mission to becoming a Reading Rich school.</p> <p>Improved reading skills helps access to the whole school curriculum and supports progress and attainment.</p> <p>Improving Literacy in Secondary Schools.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>£20,000</p>
<p>Whole college literacy &amp; numeracy resources</p>	<p>Dedicated cross-curricular resources to support literacy and numeracy skills in all subjects.</p>	<p>£11,000</p>
<p>Retrieval/Revision materials &amp; intervention resources for KS4</p>	<p>Bespoke precision materials focused on development of exam skills and knowledge, provided routinely in a structured format.</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>£15,000</p>

Based on research from national sources we aim to ensure that we have high impact approaches as indicated in the below overview





## 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 students in the 2021 to 2022 academic year.

Our internal assessments during 2022/23 suggest that the performance of disadvantaged students is improving compared with the previous years in key areas of the curriculum.

Despite being on track during the 2019/20 academic year, with the pandemic cancelling examinations the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised in formal examinations.

It is not comparable for 2022 results with previous examination years given the variables caused by the pandemic. The covid-19 impact disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and online lesson teaching.

Although overall attendance in previous years was impacted by covid absences and at times when all students were expected to attend college, absence among disadvantaged students was still higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Attendance rates improved in 2021-22 and now in the 2022-23 academic year attendance at HTCS is higher than the published national average.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted previously, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We use pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our continued planning.

## Externally provided programmes

Programme	Provider
Thrive	Since 2022 HTCS Thrive Trained Staff
ELSA	Since 2022 HTCS ELSA Trained Staff
Scholars' Programme	Brilliant Club

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up after school clubs and service children access these and enrichment activities such as creative writing sessions and cultural opportunities.</p> <p>The Vulnerable and Pupil Premium Learning Coach, a dedicated member of staff is available to support service students. Pastoral support is given with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All service children attended class visits and other educational experiences offered.</p> <p>Service children attended after school clubs, are STEM Ambassadors, represent HTCS on sporting teams and receive academic support through Catch Up and tutoring.</p>

## Further information

### **Additional activity**

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local agencies and local behaviour partnerships, plus funding for CPD from the budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We had previously commissioned a pupil premium review and poverty proofing review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We

also looked at a number of studies about the impact of the pandemic on disadvantaged students.

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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.