

Pupil premium strategy statement – Testbourne Community School

This statement details our school's use of pupil 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 | 944 |
| Proportion (%) of pupil premium eligible pupils | 21% (14% FSM) |
| 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) | 2024-25 2025-26 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Dr R Wilson, Assistant Headteacher |
| Pupil premium lead | Dr R Wilson, Assistant Headteacher |
| Governor / Trustee lead | Curriculum, Standards & Welfare Committee |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £146,950 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £146,950 |

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged students to achieve our overarching vision for all students. Our strategy is integral to wider school plans for education recovery and mitigating the impact of the global pandemic. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Vision for all students

Students act with integrity; achieve excellence together enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepare for a successful future.

Overarching Aim

To continue to increase student progress and to ensure that all groups of learners experience excellence in teaching across all subjects.

Whole school objectives

Quality of Provision

- **Continue to develop teaching to ensure that students can make appropriate progress across all subjects:** *develop teachers' depth of subject and pedagogical knowledge; make teaching more responsive; develop transition arrangements; ensure that all students, especially boys, make exceptional progress.*

Behaviour and attitudes to learning

- **Improve the quality of pastoral support to ensure greater focus on learning and progress:** *remove the barriers to learning; develop learning behaviours and attitudes; recognise, celebrate and promote excellence; develop intrinsic motivation; develop an inclusive school where SEND and Pastoral teams work in close collaboration for the benefit of our students.*

Leadership and Management

- **Develop the school as an institute of learning and maintain a relentless focus on developing pedagogical practice to improve outcomes:** *promote a learning culture for all members of the organisation; provide quality development opportunities for staff; remove barriers to staff development and improving pedagogical practice; continue to develop a school that people want to work in;*

continue to develop and strengthen the effectiveness of leaders in the school; develop a curriculum structure and taught curricula in each subject area that facilitate the achievement of high quality provision.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The overall attainment and progress of disadvantaged students is less than that achieved overall by non-disadvantaged students. |
| 2 | Book audits indicate that the quality of written work from disadvantaged students does not consistently equal that of non-disadvantaged students. |
| 3 | Disadvantaged students average lower levels of literacy and numeracy on entry, which contributes to widening gaps in attainment over time. |
| 4 | Disadvantaged students average lower attendance to school than non-disadvantaged students. |
| 5 | Parental engagement levels with the school, for example at Parent Consultation Evenings, is lower on average for parents/carers of disadvantaged students. |
| 6 | Rates of participation in some extra-curricular activities is lower for disadvantaged students than for non-disadvantaged students. |

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 |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Improved outcomes overall for disadvantaged students | Reduced gaps between the outcomes of disadvantaged and non-disadvantaged students in terms of overall attainment and progress. Evidenced from termly progress reviews and examination outcomes. Progress report data will show little or no variation between disadvantaged and non-disadvantaged students. |
| b. Improved overall quality first teaching, drawing on responsive teaching and strategies that best support all students. | Lesson monitoring and book looks will indicate high aspirations and challenge for all, regardless of cohort. Quality of written work will be of equally high standard between disadvantaged and non-disadvantaged students. |
| c. Reduce gaps in literacy and numeracy, and therefore English & Maths, so all students meet age-related expectations. | Improved reading ages and numeracy skills for disadvantaged students who arrive below the expected standard at KS2. Students make progress in line with non-disadvantaged students and are on track to achieve age-related expectations by the end of each key stage. Evidenced from termly progress reviews and |

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| | examination outcomes. Progress report data will show little or no variation between disadvantaged and non-disadvantaged students. |
| d. Improved attendance of disadvantaged students. | Reduction in gap between school attendance rates of disadvantaged students and non-disadvantaged students. |
| e. Improved parental engagement rates for parents/carers of disadvantaged students. | Analysis of parent consultation evening and other parental engagement opportunities (e.g. Meet the Tutor, SLT surgery, Options Evening, Information Evening) will show parental engagement rates for disadvantaged students is in-line with that for non-disadvantaged students. |
| f. Improved participation rates in extra-curricular activities for disadvantaged students. | Reduction in gap between participation rates in extra-curricular activities between disadvantaged and non-disadvantaged students. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £73,475

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. | <p>EEF: "High-quality teaching – the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Standardised tests e.g. CAT tests and reading tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 3, 4, 6 |
| Professional development to support implementation of responsive and high-quality teaching approaches within the classroom. | <p>The TCS Effective Teaching statements have been generated from extensive research into best practice and the science of learning.</p> <ul style="list-style-type: none"> • Responsiveness • Directing Learning • Memory & Cognition • Climate • Questioning <p>Please contact the school if you would like further information regarding the TCS Effective Teaching statements or the research that underpins these.</p> | 1, 2, 3, 4, 6 |

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| Professional development to support implementation of metacognition and self-regulation approaches within the classroom. | EEF Teaching and Learning Toolkit confirms Metacognition and self-regulation have very high impact for very low cost based on extensive evidence. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3, 4 |
| Professional development to support implementation of approaches to improve reading comprehension and phonics. | Reading comprehension is among the top 3 strategies identified within the EEF Teaching and Learning Toolkit in terms of impact. EEF 'Improving Literacy in Secondary Schools' Guidance' Report 2019 emphasises need to prioritise 'disciplinary literacy' across the curriculum, develop students' ability to reach complex academic texts and combine writing instruction with reading in every subject. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4 |
| Professional development to support implementation of approaches to improve numeracy. | Reading comprehension is among the top 3 strategies identified within the EEF Teaching and Learning Toolkit in terms of impact. EEF 'Improving Literacy in Secondary Schools' Guidance' Report 2019 emphasises need to prioritise 'disciplinary literacy' across the curriculum, develop students' ability to reach complex academic texts and combine writing instruction with reading in every subject. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4 |
| Supporting the recruitment and retention of teaching staff. | There have been well documented recruitment and recruitment challenges nationwide, resulting from shortages of teachers taking up training places and teachers leaving the profession. It is vital that we work to recruit and retain the best teachers to ensure high quality teaching for the most disadvantaged. This includes strategies to reduce workload and manage teacher wellbeing. Teacher quality, recruitment and retention EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 6 |
| Mentoring and coaching for teachers. | Mentoring and coaching is a common form of support for teacher professional development and is particularly effective with early career teachers. The EEF Guide to the Pupil Premium Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net) Our new instructional coaching initiative will feed into this. | 1, 2, 3, 4, 6 |
| Technology and other resources focussed on supporting high quality teaching and learning. Platforms include: <ul style="list-style-type: none"> • MS Teams & SharePoint • GCSEPod • MyMaths • Times Tables Rockstars • Tassomai • ReadWrite • Lexonik | Continuation of previously successful approach to engage students in remote learning. EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Rapid Evidence Assessment summary.pdf (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £48,975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| One to one and small group tuition. | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3, 4 |
| Targeted interventions to support language development, literacy and numeracy. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3, 4 |
| Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. | Disadvantaged students with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 6 |
| Teaching assistant deployment and interventions. | Strategic deployment of teaching assistants to complement the high-quality provision for pupils with SEND from class teachers. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £24,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Supporting pupils' social, emotional and behavioural needs. | Social and emotional skills support learning and are linked to positive outcomes later in life. Our approaches include whole-school approaches and targeted interventions, including further developing our in-school multi-agency approach. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5, 6 |
| Supporting attendance | Attendance has a clear impact on outcomes. DfE's advice on improving school attendance: Improving School Attendance | 4, 5 |
| School uniform and equipment provision to | Students need to have access to the same uniform and equipment as their peers to remove potential barriers to | 1, 2, 3, 4, 5, 6 |

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| remove barriers to school attendance | <p>school attendance and learning in lessons. All students should feel part of an inclusive and supportive school community.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> | |
| Breakfast provision in school, free for Free School Meal students | <p>Students who have a healthy breakfast develop their concentration span and energy, helping them to learn effectively whilst in school. Access to an in-school breakfast provision can have a positive impact upon attendance.</p> <p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4, 6 |
| Extracurricular activities including sports, outdoor activities, and arts and culture. | <p>Extra-curricular activities are an important part of education can also help increase engagement. Students benefit from engagement in sports, dance or any kind of physical exercise. We do not want finance to be a barrier to participation in the arts, sports and wider cultural capital.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> | 1, 4, 6 |
| Communicating with and supporting parents. | <p>Levels of parental engagement are consistently associated with improved academic outcomes. We will focus on the following:</p> <ul style="list-style-type: none"> • Improving parental attendance to Parents Consultation Evenings. • Provide a comprehensive programme of parental information evenings and events. • Support parents with challenges such as the cost of living crisis through signposting services and sources of support or advice. <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4, 5, 6 |

Total budgeted cost: £146,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

| | Cohort (184) | Disadvantaged (25) | Local Authority (all) | National (all) |
|--------------------------------------|-----------------|-----------------------|--------------------------|-------------------|
| Progress 8 | 0.09 | -0.26 | -0.14 | -0.03 |
| Attainment 8 | 51.6 | 40.2 | 45.5 | 45.9 |
| Entering EBacc | 50.5% | 32.0% | 33.3% | 40.4% |
| Achieving EBacc 4+ | 32.6% | 16.0% | 22.5% | 25.2% |
| EBacc APS | 4.7 | 3.55 | 4.03 | 4.07 |
| Eng & Maths 5+ | 50.5% | 24.0% | 45.0% | 45.9% |
| Eng & Maths 4+ | 77.2% | 44.0% | 65.4% | 65.0% |
| Staying in education (2021-22) | 96% | 77% | 93% | 93% |

Achievement of students overall has improved since 2023, both at cohort and disadvantaged student group level – P8 (cohort) 0.09 (0.01 in 2023), P8 (disadvantaged) -0.26 (-0.37 in 2023).

Disadvantaged students progress gap has continued to reduce, with a gap of 0.35 in 2024 (0.38 gap in 2023, 0.55 gap in 2019).

EBacc entries have reduced at cohort and disadvantaged student group level since 2023. This is due to staffing difficulties which temporarily reduced the number of specialist teachers of French and Spanish, leading to fewer students opting to continue with studying MFL for their GCSE options. At the time of writing (December 2024), the MFL department is fully staffed with specialist French and Spanish teachers.

Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| N/A | N/A |