

Pupil Premium Plan Statement for 2022 – 2023

(including Impact review of 2021 – 2022)

This document details our planned use of learner premium (PPG) and recovery premium for the 2021-22 academic year. This is funding to help improve the attainment of disadvantaged learners. It outlines our approach to learner premium, how we intend to spend the funding during the academic year and review the effect that last year's spending of PPG had within our school.

School Overview

Details	Data
School Name	Three Towers
No. of learners in school	193 planned places (90 on roll at Autumn census) Current number 112 (December 2022)
Proportion (%) of learner premium eligible learners	61% (at Autumn census)
Academic year/years that our current learner premium plan covers	2022 - 2023
Date this statement was published	December 2022
Date(s) on which it will be reviewed	Annually – next due September 2023
Statement authorised by	Headteacher
Learner Premium lead	C Arstall
Governor/Trustee lead	A Foster

Funding Overview

This will vary as the cohort changes over the course of the academic year. This figures are correct at time this plan is published

Details	Amount
Learner Premium funding allocation this academic year	£51,620
Recovery Premium funding allocation this academic year	£48,866
Learner Premium funding carried forward from previous years	£0
Total budget for this academic year	£100,486

Part A

Statement of Intent

We will ensure that Learner Premium is used to:

- to provide opportunities to improve progress and raise the attainment of learners;
- to narrow, and wherever possible close the gap between the achievements of learners and their peers;
- to address any underlying inequalities between learners eligible for learner premium and others.

We will ensure that all staff:

- accept responsibility for the academic, social, emotional and pastoral development and progress of our all learners, including those recognised as disadvantaged;
- value and respect each learner as an individual and are all committed to meeting their individual needs to ensure that they make progress in order to maximise their potential, irrespective of disadvantage.

We understand that there are many reasons why learners may underperform and these are often complex and difficult to identify. Our focus is to identify the reasons quickly and plan how best to address them within school, and involving external partner agencies whenever necessary.

We have a higher than average percentage of learners who have a designated social worker supported through an early help (EH) plan, a child-in-need (CIN) plan or a child protection (CP) Plan and who are Looked After Children (CLA).

The main barriers to achievement for learners referred to Three Towers include:

- social and emotional needs (often complex) including difficulty regulating emotions and behaviours;
- mental health needs – unidentified, as well as diagnosed;
- low self-esteem and little self-confidence causing lack of aspiration;
- poor and/or disrupted experience of mainstream education including poor attendance;
- low levels of literacy and numeracy on entry;
- reading ages well below chronological age;

- unidentified learning needs including special educational needs;
- lack of positive adult role-models including lack of guidance, boundaries and supervision;
- Adverse Childhood Experiences;
- risk of and exposure to child exploitation – criminal and sexual exploitation;
- criminal offending including illegal recreational drug and alcohol misuse;
- diagnosed medical needs.

The above barriers to achievement will have been exacerbated due to the COVID19 pandemic. The full extent of which is still unknown as its impact continues to be ongoing.

As an AP academy we realise that we must balance the differing needs of existing learners who had access to education throughout the lockdowns and recently/newly referred learners who have experienced considerable disruption to their education as a result of the pandemic.

So far, assessments and observations of recently/newly referred learners plus discussions with their families and external agencies support the view that their education and wellbeing has been negatively affected by the closure of mainstream schools and lack of access to services. This has resulted not only in gaps in learning but significant disaffection and reduced resilience when schools have reopened impacting on attendance and behaviours in schools generally. There has been an increase in the numbers of recently/newly referred learners presenting with complex needs who have had little, if any, early intervention before referral.

The planned spending of learner premium is rooted in research plus our normal offer of targeted personalised learning provision designed to meet the needs of the individual. This is with the aim of:

- closing academic gaps;
- offering targeted literacy and numeracy intervention;
- offering therapeutic intervention;
- support the development of personal skills and building resilience;
- overcoming the damage of exclusion and previous negative school experiences by broadening horizons and experiences.

Each learner has a personalised pathway to support them in achieving this. The prime need of the vast majority of our learners is support with their SEMH needs and the need to build key trusting relationships before their learning needs can be met. This explains why a large

percentage of the learner premium is allocated to social and emotional learning alongside investment in therapeutic approaches through THRIVE. Baseline data on entry also suggests that weak literacy is a substantial barrier for many of our learners so developing literacy across the school is also central this plan, in addition to other specific interventions based on identified need.

Challenges

This details the key challenges to achievement that we have identified among our current cohort of disadvantaged learners.

Challenge no.	Detail of challenge
1	Unidentified learning needs
2	Low levels of literacy and numeracy on entry
3	Reading ages often below chronological age
4	Primary catch up phonics
5	Education lost due to COVID-19
6	Unidentified mental health needs
7	Low attendance levels – Most learners persistently absent on referral with high levels of learners with severe absence
8	Diagnosed mental health needs
9	Diagnosed medical needs
10	Adverse childhood experiences
11	Low 'Locus of Control' in learner confidence
12	Risk of and exposure to child exploitation and county lines
13	Risk of criminal offending
14	Higher than average percentage of learners who are LAC
15	Illegal drug and alcohol misuse
16	No access to IT outside of school
17	Lack of positive role models
18	Lack of parental guidance, boundaries, and supervision
19	Lack of access to timely agency response for assessment and support
20	Prior negative experiences of school and the impact of exclusion
21	Learners oracy skills on entry are a significant barrier to their learning

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
All learners to be making at least expected progress (in line with Three Towers expectations).	<ul style="list-style-type: none"> • All learners making better or expected progress in Maths; • All learners making better or expected progress in English; • Improvement in reading age (based on the ART reading assessment and IDL data); • Improvement in 360 data; • Improvement in attendance from entry to exit; • Yr 11s accessing education, employment and training post 16.
Mental wellbeing and complex SEMH needs are well supported through a developed therapeutic model, wellbeing and focus on staff CPD/training.	<ul style="list-style-type: none"> • Implementation of THRIVE approaches across the school; • Thrive lessons to become part of the curriculum KS1-4. • Training of additional staff as THRIVE practitioners; • Focus on development of staff skills through focussed CPD; • Key staff trained in mental health first aid; • Introduction of Wellbeing Weds • Interventions are timely, tracked and monitored for impact.
Improved literacy skills and raised profile of reading across the school	<ul style="list-style-type: none"> • High quality teaching becomes standard practice across the school; • Learner progress in reading significantly closes the gap; • Implementation of new online reading scheme; • Staff CPD to develop online intervention teaching; • QFT to encompass good practice around vocabulary development. • QFT to encompass good practice around opportunities for oracy instruction.
The complex needs of new referrals who have had significant disruption to learning due to pandemic and unmet SEND needs have their needs met in a timely manner	<ul style="list-style-type: none"> • Any unmet SEND needs are quickly identified, assessed and plans are put in place, including EHCP assessment where necessary; • Additional EP time to support with the assessment of learner need; • Robust and timely CPD quickly responds to the needs of new referrals; • Access arrangement screening takes place on entry.

<p>Improved attendance and ensuring the right support is available at the right time</p>	<ul style="list-style-type: none"> • % improvement from entry to exit attendance data; • Measured small step progress where appropriate with a focus on re-engagement and participation in school life; • Targeted intervention from the Welfare and Attendance Manager; • Intensive supported intervention from Attendance Service link as appropriate; • Referrals to appropriate services to support contextual issues; • Partnership working with external agencies.
<p>Improve access to pathways into post 16 education, employment and training reducing the risk of learners becoming NEET</p>	<ul style="list-style-type: none"> • All learners to have clear pathways identified through realistic and robust action plans; • Educational Psychology to continue to work with TTAPA and key stakeholders to develop transition strategy; • Educational Psychology to work with TTAPA and key stakeholders to look at processes around medical needs referrals; • Training of additional staff to level 4 AIG guidance role.

Activity in this academic year (2022-2023 plan)

This details how we intend to spend our Learner Premium and Recovery Premium funding **this academic year** to address the challenges outlined above.

Strand 1: Teaching (for example CPD, recruitment & retention)

Budgeted cost: £21.950

Activity	Evidence that supports this approach	Challenge no(s) addressed
Training and purchase of resources to support Oracy teaching across the curriculum and through intervention.	From the EEF toolkit this supports: <ul style="list-style-type: none"> Individualised instruction Standardised tests can provide reliable insights into the specific strengths and weaknesses of each learner to better ensure appropriate intervention can be put in place. Oral Language interventions 	1,2,3,4,5
Development of Middle leaders through NPQ framework.	From the EEF toolkit this supports: <ul style="list-style-type: none"> Mastery learning 	All challenge numbers are addressed through development of leadership skills and variety of foci within the staff.
Addition of lead practitioner for Teaching and Learning.	From the EEF Toolkit this supports the implementation of <ul style="list-style-type: none"> Metacognition and self-regulation 	1,2,3,4,5,6
Departmental CPD input to improve subject specialism knowledge and staff are upskilled in delivering remote learning.	From the EEF toolkit this supports: <ul style="list-style-type: none"> Mastery learning Teacher assistant Interventions 	1, 2 ,3, 4, 5
Contingency for Twilight Training sessions as needs within cohorts arise.	From the EEF toolkit this supports: <ul style="list-style-type: none"> Mastery learning 	1 – 20 are all addressed through the wide variety of CPD provided to all staff

QA led by CLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that: <i>'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'</i> .	1 – 20 are all addressed through the wide variety of CPD provided to all staff
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Strand 2: Targeted academic support (for example tutoring, one-to-one support, structured interventions)

Budgeted cost: £30.280

Activity	Evidence that supports this approach	Challenge no(s) addressed
1:1 and small group reading intervention	From the EEF toolkit this supports: <ul style="list-style-type: none"> • One to one tuition and small group tuition • Phonics • Reading comprehension strategies • Individualised instruction 	1,2,3,4
Implementing a targeted literacy intervention programme for learners who need additional help comprehending text and addressing vocabulary gaps	From the EEF toolkit this supports; <ul style="list-style-type: none"> • One to one tuition and small group tuition • Reading comprehension strategies • Oral language interventions • Phonics • Reading comprehension, vocabulary and other literacy skills are linked with attainment in English and Maths <p>http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1,2,3,4
Implementing core skills curriculum at KS3 to cover reading, oracy, financial skills, first aid and critical thinking.	From the EEF toolkit this supports; <ul style="list-style-type: none"> • Collaborative learning approaches • Metacognition and self-regulation • Oral Language interventions 	1,2,3,11

	<ul style="list-style-type: none"> • Reading comprehension strategies 	
1:1 and small group numeracy intervention	<p>From the EEF toolkit this supports:</p> <ul style="list-style-type: none"> • One to one tuition and small group tuition • Individualised instruction <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p>	1,2
Ring fenced for the NTP programme.	<p>From the EEF toolkit this supports:</p> <ul style="list-style-type: none"> • One to one and small group tuition 	1,2,3,4

Strand 3: Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £48.256

Activity	Evidence that supports this approach	Challenge no(s) addressed
Adoption of whole school Thrive model to embed trauma informed practices	<p>From the EEF toolkit this supports:</p> <ul style="list-style-type: none"> • Social and emotional learning • Behaviour interventions <p><i>'Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.'</i> (McGuire-Snieckus et al 2015)</p>	5 - 14, 17, 20
Development of Wellbeing Wednesday to support learners who have found maintaining five academic days at school a challenge.	<p>From the EEF toolkit this supports;</p> <ul style="list-style-type: none"> • Social and emotional learning • Behaviour interventions • Art participation <p>Five ways to wellbeing</p>	5 – 14, 20

	https://neweconomics.org/2008/10/five-ways-to-wellbeing	
Dedicated attendance and welfare manager focussing on welfare issues and working with families and professionals involved with the learner.	From the EEF toolkit this supports: <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement 	5, 17 - 20
Additional Educational Psychologist to make timely assessments, recommendations and to support EHCP assessment	From the EEF toolkit this supports: <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement 	1, 18, 19
Contingency fund for those learners who arrive with complex needs	From the EEF toolkit this supports; Social and emotional learning	1 – 20 are all addressed through the wide variety of CPD provided to all staff

Budget Summary

Details	Amount
Strand 1: Teaching	21.950
Strand 2: Targeted academic support	30.280
Strand 3: Wider strategies	48.256
Total allocated budget	100.486

Part B: Review of the previous academic year

Outcomes for disadvantaged learners

Education outcomes

After analysis of the KS1/2 academic data

71% of all learners are making progress in Reading, 87% are making progress in Writing and 87% are making progress in Maths.

After analysis of the KS3 academic data

83% of learners are making progress in English and 56% are making progress in Maths.

After analysis of Y11 academic data and results

The number of learners achieving 5 grades 1 or above including English and Maths has improved to 21.7%. This is higher than previous years and significantly higher than 2019 exam results at 5.3%.

78.2% of learners achieved at least 1 GCSE or equivalent and overall, 13% of learners achieved at least a grade 4 in English and maths and 4.3% achieved a grade 5 in English and maths. All these surpass national, regional and local outcomes for AP.

93.5% of learners achieved at least one accreditation. Those who did not achieve any accreditation was either due to persistent absence or did not attend one of the exam papers which resulted in a U grade.

For those identified learners who received literacy intervention the average learner made 2.9 years progress. The school has focussed on utilising initial reading and dyslexia profile information to ensure all staff have information which supports classroom practice. This has been externally assessed using through Dyslexia Friendly schools and we were awarded Dyslexia Friendly Schools status in April 2022.

Wider outcomes, for primary and secondary learners:

Over the last year there has been an increase in those learners referred with complex unmet SEMH needs. There has been an increase of those learners presenting with ADHD or on the pathway to diagnosis. This has led to increased support in the form of staff CPD and the successful accreditation of ADHD friendly schools for Three Towers. There has additionally been a rise in those presenting with ASC needs. This again had led to staff CPD and a thorough audit from the National Autism Society. We have been successful in evidencing our practice and impact and have this year achieved the Autism Specialist Award.

The therapeutic offer had broadened during the academic year and we now have four accredited Thrive practitioners. This has enabled us to provide bespoke interventions and opportunities that have removed some barriers to learning for the most disaffected learners.

We have worked closely with the Education Psychology service to complete a research project around post 16 transition to reduce those 'at risk of NEET' learners. This has involved local authority stakeholders and local post 16 providers. The project has been well supported and there is a clearly defined process around transition planning and signposting now in place for all learners. This has been rooted in recent research by Macro 2020 and the Preparation for Adulthood framework. This will continue into 2022-2023.

Nationally attendance in AP settings has been lower and Three Towers have faced the same difficulties. For most learners there has been an improvement in entry to exit attendance data and where attendance has been good progress has been strong. As a school we have worked tirelessly to improve attendance tracking systems and developing processes with partner agencies to support with learner attendance. Over the course of the year we have supported a large majority of the learners through a staged support model to improve attendance.

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

Programme	Provider

Service learner premium funding

Three Towers did not receive any service learner premium funding in 2021 – 2022

Further information (optional)

Many of our learners come from disadvantaged backgrounds and it is difficult to provide a completely accurate level of PPG as this fluctuates throughout the year dependent on the learners who are on roll. Due to this ever-changing school roll this funding is not linked to specific learners but we have universal offer in place for all learners that includes but is not exhaustive/limited to:

- breakfast and lunch provided for all learners;
- school counsellor;
- uniform bursary
- support with access to electronic resources;
- ensuring learners have access arrangements in place through in-house assessment;
- support with reintegration/transition packages;
- access to outdoor education programmes;
- enrichment activities;
- one-to-one teaching for identified learners.