

Pupil Premium Plan Statement for 2021 – 2022

(including Impact review of 2020 – 2021)

This document details our planned use of pupil premium (PPG) and recovery premium for the 2021-22 academic year. This is funding to help improve the attainment of disadvantaged pupils. It outlines our approach to pupil 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 pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium plan covers	2021 – 2022
Date this statement was published	December 2021
Date(s) on which it will be reviewed	April 2022, September 2022
Statement authorised by	Headteacher
Pupil 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
Pupil Premium funding allocation this academic year	£64,463
Recovery Premium funding allocation this academic year	£17,110
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£81,573

Part A

Statement of Intent

We will ensure that Pupil 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 pupil 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 pupil 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 pupil 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 pupils.

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 pupils persistently absent on referral
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 pupils 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

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; • Yr11s accessing education, employment and training post 16.
Mental wellbeing and complex SEMH needs are well supported through a developed therapeutic intervention model and focus on staff CPD/training.	<ul style="list-style-type: none"> • Implementation of THRIVE approaches across the school; • Training of staff as THRIVE practitioners; • Focus on development of staff skills through focussed CPD; • Pastoral and other key staff trained in mental health first aid; • 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"> • Acquisition of new standardised reading test; • High quality teaching becomes standard practice across the school; • Learner progress in reading significantly closes the gap; • Acquisition of new reading scheme that can be delivered online; • Staff CPD to develop online intervention teaching; • Development of KS4 intervention model to support curriculum and exam access; • EMAS support for EAL learners; • QFT to encompass good practice around vocabulary development.
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"> • Appointment of Assistant SENCO; • 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 learners need; • Robust and timely CPD quickly responds to the needs of new referrals.
Improved attendance and ensuring the right support is available at the right time	<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.
Improve access to pathways into post 16 education, employment and training reducing the risk of learners becoming NEET	<ul style="list-style-type: none"> • All learners to have clear pathways identified through realistic and robust action plans. • Educational Psychology to work with TTAPA and key stakeholders to develop transition strategy.

Activity in this academic year (2021-2022 plan)

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

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

Budgeted cost: £14,590

Activity	Evidence that supports this approach	Challenge no(s) addressed
Purchase of standardised diagnostic assessments (Reading and Numeracy) to provide accurate and meaningful baseline information on entry.	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. 	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 number are addressed through development of leadership skills and variety of foci within the staff.
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

Strand 2: Targeted academic support (for example tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,280

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 	1,2,3,4

	<ul style="list-style-type: none"> • Reading comprehension strategies • Individualised instruction 	
Implementing a targeted literacy intervention programme for learners who need additional help comprehending text and addressing vocabulary gaps	<p>From the EEF toolkit this supports;</p> <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
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 contribution in the event the NTP strategy is deployed.	<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: £45,703

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 therapeutic intervention model to include Drawing and talking, Lego therapy, Trauma Informed, art, Drama, P4C, Thrive etc	<p>From the EEF toolkit this supports;</p> <ul style="list-style-type: none"> • Social and emotional learning • Behaviour interventions 	5 – 14, 20

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 support EHCP assessment	From the EEF toolkit this supports: <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement 	1, 18, 19
Temporary assistant SENDCo appointed to ensure any unmet SEND needs are quickly identified and assessed	From the EEF toolkit this supports: <ul style="list-style-type: none"> • Social and emotional learning • Parental engagement 	
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	£14,590
Strand 2: Targeted academic support	£21,280
Strand 3: Wider strategies	£45,703
Total allocated budget	£81,573

Part B

Review of Outcomes in the previous academic year (2020 – 2021)

Pupil Premium Strategy outcomes.

This details the impact of our pupil premium activity had on learners in the 2020 – 2021 academic year.

Initiative	Cost	Identified Sutton Trust approach	Aim	Impact
Provide learners with ICT hardware and internet access to engage with remote learning	£5000	COVID19 response	To enable self-isolating learners to access their lessons and maintain continuity of learning.	All identified learners were able to access remote learning throughout periods of lockdown and isolation.
Embed reading strategy across the school	£500	Mastery Learning	To give learners the opportunity to read widely and	Work scrutiny and learning walk evidence showed explicit

		Reading comprehension strategies	often developing their confidence and enjoyment.	<p>vocabulary instruction and wider reading opportunity being embedded into lesson planning and delivery.</p> <p>Identified learners participate into reading interventions with a focus on developing an enjoyment of reading.</p> <p>All learners made progress across their reading skills profile.</p>
Embed whole school trauma informed practice including the delivery of targeted trauma interventions.	£500 Development of trauma intervention model	Social and emotional learning 1-1 tuition	Improved educational outcomes and shared understanding around the impact of trauma on learners.	<p>Two additional staff members successfully trained and passed their diploma in Trauma and Mental Health practitioner status.</p> <p>Identified learners accessed intervention with progress through their motional profile.</p> <p>Average score difference on 360 behaviour profiling tool from start to end point showed an average 3.19 points reduction in behaviours.</p>
Extension of outdoor learning, woodland trust and forest schools into Y11	£3000	Outdoor adventure learning.	To allow learners the time and space to develop skills, confidence, self-esteem, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment.	Year 11 made positive progress for most learners across the subject key strands of self-awareness, self-regulation and self-motivation and social skills.
Advanced level TAs in Maths and English to support and	£15,500 £1100 ongoing CPD in	Teaching assistants	Increased number of classroom-based TAs able to offer specific	Classroom TA's able to identify gaps within assessment profile and offer targeted

deliver targeted intervention.	area of expertise.		intervention and support in the classroom.	intervention in class to support knowledge and understanding. 81.6% of learners achieved at least one GCSE in English and Maths.
SEND mentor and SEND TA to deliver learning interventions through small group and 1-1 work.	£17,000	1-1 Tuition	Advanced level TA's skilled in assessing, identifying and delivering bespoke learning interventions removing barriers to learning for learners.	Learning interventions in place for all identified learners. Reading age data showed an average of at least 12 months progress in the last term for identified learners.
SEND TA to gain advanced practitioner status.	£800	Teaching assistants	Lead practitioner around SEND interventions established to support whole school literacy initiatives.	TA gained Level 3 practitioner status and implemented literacy, dyslexia and SPLD intervention and assessment. This expertise fed into whole school raising of dyslexia friendly environment and classroom practice across the school.
School uniform and equipment for vocational courses.	£350 uniform £150 equipment	School Uniform	By providing necessary uniform and specialist equipment we enable young people to access both vocational and centre based learning.	All learners given personal equipment sets across the school. Learner feedback around having personalised uniform has been positive with increased compliance with uniform policy.
Attendance Service 1 day a week.	£7665	Mentoring Parental involvement	Attendance service employed to monitor learners and follow up quickly on attendance issues and persistent absence.	Attendance service worked throughout lockdown and disrupted period to ensure welfare checks and action plans in place for those learners requiring additional support and action plans. From re-

				opening in March 8 th attendance service worked formally with 21 cases.
Whole school attendance and welfare manager.	£5611	Mentoring Parental involvement	To monitor whole school attendance driving initiatives and strategy to improve attendance further reducing persistent absence figures.	
Counsellor	£11,568	Social and emotional learning	Support learners with their mental health and self-esteem. Supports emotional regulation awareness helping to develop coping strategies.	Confidential service. Increased access to the curriculum by removing barriers to learning. Service ongoing virtually throughout the year for those unable to access due to Covid related circumstances.
Embedding good practice around ASD friendly strategies and gain the ASC friendly school award.	£1000 staff responsibility point.	Behaviour intervention. Performance Pay	To quality assure good practice across the school by working towards ASD accredited standards.	Action plan / audit in place showing embedded practice across the setting. Awaiting verification visit within academic year 21-22.
Outreach teacher established for 'hard to reach' group.	£10000	Behaviour Intervention	1-1 tuition and support for identified learners who have 'switched' off from traditional learning environments.	All learners left with at least an entry level Maths and/or English qualification. Most left with a GCSE in English and/or Maths.
EP support	£5000	Social and emotional learning	Identified learners have access to EP assessments.	EP worked with 15 learners across the school year producing assessments to inform provision and transition. EP also supported with a year 11 transition group contributing to action plans and post 16 support needs.
EMAS Services buyback for	£2500	1-1 Tuition	Individualised tuition for EAL learner with	EMAS worked 1-1 with EAL learner 3x weekly

direct tuition and training.			interpretation services to aid in personalised provision.	and provided family support. Progress made across the NASSEA stages.
Staff trained to assess Access arrangements in house.	£500 Training and resources		Learners assessed swiftly to ensure they receive full entitlement and support in examinations.	All identified learners were assessed and access arrangements processed in line with exam policy. 19 exam access arrangements processed.
Food Tech resources	£1750	Social and emotional learning	All learners have access to basic life skills of cooking / healthy lifestyles.	All KS3 learners accessed cooking lessons. 2 learners achieve the level 1 award in Home Cooking skills. 3 learners achieve the level 2 award in Home Cooking skills.
CPD Budget – to meet changing profile of cohort	£1000	Social and emotional learning	Staff have access to relevant training that meets current cohorts.	Subject specific training available and accessed for all staff. Staff accessed SEND and intervention training to facilitate support with particular groups of learners. E.G drawing and talking therapy for identified learner.
Contingency to enable staff to support reintegration packages.	£1000	Mentoring	Bespoke support packages offered to mainstream schools to respond to the needs of learners going through reintegration.	All reintegration back to mainstream school were successful with allocated support given where identified. For example, support with new school uniform and equipment to reduce barriers.
AHT (0.1fte)	£6840		CLT with responsibility for co-ordinating provision for CLA	All PEP meetings co-ordinated and completed within timescales.

			learners and act as designated teacher	All LAC Leavers achieved GCSEs in English and Maths.
Pupil Premium allocation 2020 – 2021				£82,345
Total pupil premium spend 2020 – 2021				£99,333

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 pupil premium funding

Three Towers did not receive any service pupil premium funding in 2020 – 2021

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;
- 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.