

Pupil premium strategy statement

This statement details Newquay Tretherras' use of pupil premium (and recovery premium) for the 2021 to 2022 academic year. This funding is 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Newquay Tretherras
Number of pupils in school	1733
Proportion (%) of pupil premium eligible pupils	19.3% (in Yr7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Samantha Fairbairn Executive Headteacher
Pupil premium lead	Gemma Harries Deputy Headteacher
Governor / Trustee lead	Lisa Verity Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,985
Recovery premium funding allocation this academic year	£38,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,845

Part A: Pupil premium strategy plan

Statement of intent

Newquay Tretherras will ensure that students entitled to Pupil Premium funding achieve as well as others and that all children have the same opportunities and experiences. The NT one curriculum is an equitable one, where all children have the same access to a well sequenced, ambitious, judicious and rich curriculum. We are determined that all students will succeed and thrive, no matter of starting points, backgrounds or challenges, and plan to use this funding to support students.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and / or who struggle with mental health. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Indeed, our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

NT's Pupil Premium strategy is a whole school one that is driven by a need for excellence and the highest possible standards in three key areas:

- Quality first teaching and excellent curriculum planning;
- Exceptional personal development and welfare support and advise;
- Promotion of behaviour, attendance and attitudes that enhance learning and enrich opportunity;

High-quality teaching and excellent use of formative assessment is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Strategic and precise distribution of this additional funding, coupled with the Recovery Premium, will aid our commitment to ensuring that the individual needs of each entitled child are met.

Challenges

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

Challenge number	Detail of challenge															
1	<p><u>P8</u></p> <p>Progress of PP students especially in in EBacc. subjects is below the national average, something that is likely to be exacerbated by COVID and school closure.</p> <p>Many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers which hinders their progress.</p>															
2	<p><u>Attendance and pathways</u></p> <p>The Absence rate and Persistent Absence figures are higher for PP students than for non-PP students. 2018/19 figures below show the picture in the last academic year unaffected by the COVID-19 pandemic.</p> <table border="1"> <thead> <tr> <th></th> <th>PP Abs</th> <th>Non-PP Abs</th> <th>PP Pers Abs</th> <th>Non-PP Pers Abs</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>7.2%</td> <td>4.2%</td> <td>23.9%</td> <td>8.6%</td> </tr> <tr> <td>National</td> <td>7.8%</td> <td>4.2%</td> <td>22.8%</td> <td>8.6%</td> </tr> </tbody> </table> <p>PP students need full access to the curriculum with timely intervention in place</p>		PP Abs	Non-PP Abs	PP Pers Abs	Non-PP Pers Abs	School	7.2%	4.2%	23.9%	8.6%	National	7.8%	4.2%	22.8%	8.6%
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3	<p><u>Literacy</u></p> <p>Literacy and reading levels of those entering Year 7 are lower for PP students than for other students.</p> <p>The Vocabulary gap is widened in our PP students in all year groups.</p>															
4	<p><u>Boy PP progress</u></p> <p>Boy PP students in current Year 11 are making less progress than their non-PP peers and this is most prominent in our vocational subjects.</p>															
5	<p><u>SEND PP</u></p> <p>A high proportion of PP students with Special Educational Needs and those who are low ability in all years are less likely to take the full 8 qualifications, consistently affecting the attainment and progress gaps at Key Stage 4. Notably, PP students in the current Year 10 are, on average, filling less P8 slots compared with non-PP.</p>															
6	<p><u>Aspiration</u></p> <p>Some PP families exhibit low aspirations and lack of direction / goals.</p> <p>For our 2017 Key Stage 5 leavers, only 50% of PP students stayed in education compared with 78% of non-PP students.</p>															

	For current years 10 and 11, only 6% of PP students take the full suite of EBacc subjects, compared with 18% of non-PP students.
7	<u>Well-being</u> COVID lockdowns and school closure has seen an increase in PP students needing support and intervention to support their mental health and well-being.
8	<u>Enrichment</u> COVID lockdowns and school closure has meant that PP students have not received the broad range of enrichment experiences normally provided by Newquay Tretherras.

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
<u>P8</u> PP students achieve highly	Through a quality first teaching approach, coupled with quality professional learning, resulting in consistently good teaching and an excellent curriculum, <i>PP students' P8 outcomes will be improved.</i> By the end of our current plan in 2024/25, 30% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 3% and 8%. 2024/25 KS4 outcomes will demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of 43 • an EBacc average point score of 4.0
<u>Attendance and pathways</u> PP students' attendance does not negatively affect their progress. Where needed, personalised interventions are in place.	By personalised packages and targeted interventions, the NT Attendance Strategy will ensure the <i>gap in attendance and PA between PP and non-PP students will lessen. Students' pathways will ensure full access to the curriculum.</i> Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the absence of disadvantaged pupils reducing to 4.7% (well below national rates) • the percentage of all pupils who are persistently absent being below 9%

	and the figure for disadvantaged pupils reducing to 10% (well below national rates)
<p><u>Literacy</u> PP students can access their curriculum, due to reduced literacy barriers, as well as other students</p>	Through the rigorous NT Literacy Strategy, PP students will be offered targeted and precise literacy programmes that will <i>raise their reading levels</i> and ensure access to the curriculum.
<p><u>Boy PP progress</u> Boy PP students achieve highly</p>	Effective assertive mentoring of PP boys and careful analysis of outcomes, coupled with quality first teaching and monitoring will result in <i>PP boys' outcomes improving</i>
<p><u>SEND PP</u> SEND PP student pathways are ambitious, personalised and in the best interest of the individual student</p>	Ensure the curriculum for our SEND PP students is fit for purpose, <i>allowing students to access the full curriculum where appropriate</i> and ensuring the small handful who cannot access the full curriculum have rigorous plans in place to supplement their timetable.
<p><u>Aspiration</u> PP students are ambitious for their goals and futures</p>	The comprehensive career and ambitions curriculum in each year group to raise the aspirations of our PP cohort will aid <i>all PP students in having high and ambitious goals and targets.</i>
<p><u>Well-being</u> PP students feel safe and are well, able to meet the challenges of the modern world</p>	Well-being hub and mentors provide timely and excellent interventions to <i>ensure that all PP students can access school in a healthy and safe way</i>
<p><u>Enrichment</u> PP students engage fully in school life</p>	PP students are offered a <i>wide and enriching programme of extra and additional opportunities to enhance their educational experiences</i>

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: £219,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Assistant Headteacher to lead on PP strategy	Strategic leadership of the whole school PP strategy is essential in order to monitor its impact and implement any necessary changes or adaptations as the strategy continues.	1 - 8
Employ a Learning Centre English Specialist	EEF has released research on the impact of small group tuition led by specialists.	1 and 2
Employ a Learning Centre Maths Specialist		1 and 2
Literacy and Cognitive TA leads	Widely researched area – early literacy interventions improve outcomes. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	3 and 5
Staffed Study Support	Giving PP students the space and resources to study will help with their revision strategies. Our PP Student Voice demonstrates that many of our students don't have the resources to revise effectively at home.	1, 2, 8
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1

<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time, including % of Deputy Headteacher's salary who is leading on this.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised Learning Mentors / specialist TAs</p>	<p>EEF has released research on the impact of small group tuition led by specialists. The PLM will ensure that all students can access the curriculum.</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 2</p>
<p>Access Coordinators</p>	<p>These staff will work to ensure students' academic progress is monitored – will help with attendance and with integration back into the classroom where needed.</p>	<p>2 and 4</p>
<p>Subita Hudson, Maths specialist</p>	<p>EEF has released research on the impact of small group tuition led by specialists.</p> <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>1</p>

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Independent Study Lead	Homework is proven to be an effective way of ensuring students progress and yet, for our PP students is one of the barriers, hence the need for a IS Lead here.	1
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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,

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

Budgeted cost: £84,834

Activity	Evidence that supports this approach (see 'Further Information' for more detail here)	Challenge number(s) addressed
Attendance Team	It is widely known that students' attendance can have a direct impact on their progress. An Attendance Team is needed to track and monitor the attendance of our PP students and ensure that targeted interventions are put in place where needed to support families accordingly.	2
Outdoor learning provision	EEF research demonstrates the importance of building resilience and confidence in PP learners and outdoor learning / enrichment / resourcing is a proven way to embed this. There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund 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:	8
Careers and ambitions visits and trips		5 and 6
Well-being team enhanced		7
Financial support and resourcing for uniform / ICT / learning resources / English PP bundles		7

[Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation \(eif.org.uk\)](#)

Total budgeted cost: £348,285

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 pupils in the 2020 to 2021 academic year.

1. Teaching and Whole-School strategies:

“Almost all schools will have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is like to improve the quality of teaching as all pupils return to school.”

(EEF COvid-19 Support, 2020)

Here, we've used funding for the following:

- Staff training in meta-cognitive practice that ensures interleaving of knowledge and retrieval practice to catch-up and reiterate and recap knowledge
- Curriculum training and re-write of schemes to ensure all students progress
- Staff training in use of technologies that will support remote learning
- Staff training in ensuring a Blended Curriculum and the resultant resources
- Additional costs in changing the structures of the school day
- Resourcing additional revision materials

2. Targeted Support:

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy...Tuition delivered by qualified teachers is likely to have the highest impact.”

(EEF COvid-19 Support, 2020)

Here, we've used funding for the following:

- Additional staffing for PP small group and intervention teaching in Maths and English at KS4
- Additional staffing for PP small group and intervention teaching in Maths and English at KS3
- Additional staffing for targeted, PP, tuition
- Examiners and markers to standardise, moderate and mark additional PPEs and assessments that are scheduled to check knowledge
- Additional staffing in the Learning Centre to support PP students or students with SEND
- Weekend workshops for PP students most behind

3. Wider Strategies:

“It will be essential that schools and families continue to work together as pupils return to school...There is a risk of high levels of absence after the summer, especially for disadvantaged students...In particular, lack of access to technology has been a barrier for many disadvantaged students” (EEF COvid-19 Support, 2020)

Here, we've used funding for the following:

- Time to Talk and Pastoral hub interventions and staffing to support PP students' mental health
- Personalised Learning Mentor for those PP students most behind
- Well-being packages; resources; home visits throughout lockdown
- Additional technologies for both teachers and PP students: laptops; dongles; webcams; software; laptop trollies.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach in our new plan.

Students were taught and provided for in lockdown and online attendance was strong:

YEAR 7: 93.6% with 6 subjects at 100% attendance.

YEAR 8: 92% with 5 subjects at 100% attendance

YEAR 9: 86% with 8 subjects at 100% attendance

YEAR 10: 86% with 13 subjects at 100% attendance

YEAR 11: 85% with 14 subjects at 100% attendance.

All of this resulted in improved outcomes for PP students in internal school data. Our CAGs PP students' P8 score was -0.51 in 2020 and our TAGs P8 -0.18 in 2021, compared with -0.63 in 2019 (and -0.45 nationally in 2019).

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.

See below for external programmes we use (not all were paid for):

Programme	Provider
Educational platform	Bf Adventures
Educational platform	Orchard Project
Educational platform through surfing	Wave project-
Educational platform	Savvy
Educational platform	Pendynas
Counselling / therapy / mental health	Clear
Counselling / therapy / mental health	Dreadnought
Counselling / therapy / mental health	Kernow Connect
Counselling / therapy / mental health	School nurse
Counselling / therapy / mental health	Young People Cornwall
Counselling / therapy / mental health	Penhaligon Friends

Further information (optional)

All our strategy is thoroughly evidence based:

Our whole school PP strategy is evidenced based and looks at research supplied by the Educational Endowment Fund; The Chartered College; and the Sutton Trust, citing experts such as Professor Rob Coe; Dr Daisy Christodoulou; Dr Harris Cooper; Alex Quigley; Mary Myatt; John Tomsett; Tom Sherrington; Marc Rowland amongst others.

External key findings:

- **Supporting great teaching** through CPD; curriculum planning; training on effective use of technology; and support to adjust to the changes this term
- Setting time aside to enable **teachers to assess** students' well-being and learning needs
- **Subject-specific assessment** to identify particular areas of learning need and progress
- **Standardised assessments in Numeracy and Literacy**
- Providing students with **regular, high quality feedback**, building on **accurate assessment**
- Targeted support and **one to one or small group tuition**
- **Tuition delivered by qualified teachers** is likely to have the highest impact
- For those who have fallen farthest behind, more **structured interventions** are needed
- Extensive evidence showing the long-term, negative impact of beginning secondary school without secure **literacy skills** – programmes need to be timetabled and consistent
- Other interventions that focus on **behaviour; and students' social and emotional needs** or students with SEND may also be necessary
- **Effective intervention follows assessment**, which can be used to both target and monitor students' progress
- **Communication with parents** regularly is vital
- **Attendance programmes** and support will go a long way to ensure students' catch-up
- Students' **access to technology** and ensuring schools have appropriate facilities

Internal key findings:

Main barriers faced by eligible students 2020 - 2021

1. Some struggle to attend regularly and of these some are persistently absent.
2. Some students struggle to manage their behaviour.
3. Some students need extensive pastoral support for a variety of reasons.
4. Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
6. Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7. Some students need individual tuition and/or teaching in small groups to enable them to achieve.
8. Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
9. Some students have low levels of literacy and numeracy which impedes their learning and their confidence.
10. Some students lack access to the internet and the use of computers to support their studies.
11. Some students struggle to form relationships that are conducive to effective learning.
12. Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.

13. School uniform can cause significant challenges for some families, as can transport.
14. All pupils need the highest quality of teaching in every classroom.

NT 2020 Catch-up Premium Strategy

NT Recognises:

“School leaders will need to make difficult decisions about what to prioritise in the coming months, recognizing the tremendous strain the pandemic has already placed on teachers and children” Prof. B. Francis, 2020

- The ability and strength of our teachers to, with support and guidance, catch up nearly all students by Christmas
- There are two key areas of catch-up: work that was set last term, but remains incomplete; work that was not set, but would have normally been covered during the summer term
- The importance of formative assessment and knowing and prioritising missed learning
- That quality first teaching with interleaving and recall practice; targeted interventions; excellent pastoral support and consistent communication home is vital
- That any catch-up strategy is at a micro-level. It is important to avoid making sweeping assumptions around students and how far they may have engaged with remote learning based, for example, measures of disadvantage – especially important for NT where some of our non-PP disengaged boys are a concern
- The need to be careful in our use of ‘recovery’, which suggests urgency and trauma. In our attempt to heal, we might, inadvertently, exacerbate the symptoms, might perceive suffering where there is none, and miss genuine need
- That all interventions should be both evidence informed, using both external and internal sources

Newquay Tretherras Covid 19 Catch up

Marking support Nov – May £5,873

Maths and English Basic support additional support Jan – June £7,831

Learning support 8 sessions £7,076

Maths support Teacher 0.60FTE £19,510

English support Jan- May £10,091

Weekend workshops £2,653

Wellbeing support (external) £5,950

Additional LTS support £20,400

Laptops/IT Kit for blending learning £32,000

Personalised Learning Mentor £16,151

Wellbeing support staff member £11,195