

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | Turves Green Boys' School |
| Number of pupils in school | 533 |
| Proportion (%) of pupil premium eligible pupils | 53.02% Year 7 – 60.55% Year 8 – 55.32% Year 9 – 70.24% Year 10 – 37.01% Year 11 – 49.14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 December 2023 December 2024 |
| Statement authorised by | J Till |
| Pupil premium lead | A Inglis |
| Governor / Trustee lead | L Draycott |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £274,815 (Dec 2022) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £274,815 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that that all pupils who attend Turves Green Boys' School have equality of opportunity to become successful, resilient and confident young men. Our diverse curriculum will develop the key knowledge, skills and values combined with enriching experiences that will enable them to thrive in their chosen career path, regardless of the challenges they face or their socioeconomic background.

Our primary focus is to provide high quality teaching of the curriculum to ensure that learning opportunities meet the needs of every pupil, and ultimately, narrow the gap in outcomes between disadvantaged and other pupils nationally at the end of KS4, and within our internal assessments in other years.

The challenges that disadvantaged pupils face (although we recognise that these are not 'one size fits all') include weaker reading and language skills, increased attendance issues and more frequent difficulties relating to behaviour and conduct.

The key principals of our approach are to ensure that no pupil is disadvantaged by lack of equitable to access high quality learning experiences, both within and outside of the classroom. This is underpinned by robust interrogation of data to ensure that we intervene at the earliest point with both individuals and groups of pupils, and to ensure that all school staff have a shared responsibility to have the highest expectations of what pupils can achieve, and provide the necessary support to realise this.

Context

Turves Green Boys' School is situated in Northfield in the Longbridge Ward of Birmingham and serves a community of high social deprivation.

The school lies within an LSOA ranked 1,367 out of 32,844 LSOAs in England (Income Deprivation Affecting Children Index (IDACI)); where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.

Northfield is in the 1st Decile Nationally for deprivation and of the 533 constituencies in England, it is ranked as the 26th most deprived. (2019).

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| | <p>their chronological age. In Y9, disadvantaged pupils were 9 months behind their peers and were on average, 24 months below their chronological age.</p> <p>On entry in 2022, Y7 disadvantaged pupils had a reading age on average, 6 months behind their peers and were on average, 11 months behind their chronological age.</p> |
| 3 | <p>Our data indicates that the attendance of disadvantaged pupils was 8% below that of their peers in the previous academic year (2020-21), and persistent absence was 35% higher. This pattern was repeated during the first half of the Autumn term in 2021 for attendance, however, the persistent absence for disadvantaged pupils decreased by 13% to 44%.</p> <p>In the 2021-2022 academic year, there was a 9.2% difference in the attendance of disadvantaged pupils overall when compare to their peers and this gap remained stable in the Autumn term 2022.</p> |
| 4 | <p>Our data indicates that our disadvantaged pupils are more likely to become involved in incidents of poor behaviour, or receive a suspension. In the academic year 2020-21, 70% of incidents involving poor behaviour involved disadvantaged pupils and this pattern has been repeated in the first half of the 2021-2022 Autumn term. 80% of pupils who received a fixed term exclusion in the previous academic year were disadvantaged. In the first half term of 2021, this figure has reduced slightly to 76.1%.</p> <p>In the academic year, 58.2% of pupils who received suspensions were disadvantaged. 66.8% of incidents of poor behaviour involved pupils who were disadvantaged.</p> |
| 5 | <p>Linked to the above, the proportion of disadvantaged pupils going onto level three study post-16 is below that of their peers, and has been for a number of years. In 2021, 43% of disadvantaged pupils secured places on level three courses in 2021, compared to 79% of their peers.</p> <p>In 2022, 26% of disadvantaged pupil secured a place on a level three courses, compared to 59.7% of their peers.</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 |
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| Progress and outcomes gap closes, nationally and internally, for all subjects but specifically those within the English Baccalaureate suite. | <p>By 2024/25, 50% of disadvantaged pupils are entered for the English Baccalaureate. In 2021/22, this figure is 12% compared to 28% nationally, and 32% for others (nationally, 45%).</p> <p>2024/25 outcomes demonstrate that overall, Maths, English and Ebacc P8 score for disadvantaged pupils tends</p> |

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| | towards 0 and gaps are reduced when compared to the P8 of their peers. |
| Reading improves at an accelerated rate to close age-related gaps. Vocabulary and reading comprehension is improved for those pupils who are disadvantaged. | Year on year reading age data evidences a rapid movement towards chronological ages for disadvantaged pupils. Quality assurance activities and feedback from teacher's evidence widening vocabulary and improved comprehension skills in the work of disadvantaged pupils. |
| Attendance improves to above the National Average, with the gap closing for disadvantaged pupils. PA is reduced to below the National Average, and the gap closes for disadvantaged pupils and their peers. | By 2024/25, attendance data evidences that overall attendance for all pupils is above 96%, and there is a significant reduction in the gap between disadvantaged pupils and their peers. Similarly, PA is reduced to below the National Average for all pupils and there is a significant reduction in the gap between disadvantaged pupils and their peers. |
| Incidents of poor behaviour and FTE reduced overall, and specifically for pupils who are disadvantaged. | Behaviour data in 2024/25 clearly evidences that there is a significant decline in incidents of misconduct for all pupils, and specifically disadvantaged pupils that require suspension. Teachers, pupils and parents evaluate that attitudes to learning, behaviour and conduct has significantly improved for all pupils. |
| Increase the number of disadvantaged pupils applying for, securing and sustaining level 3 courses post-16. | Destinations data in 2024/25 clearly evidences a greater number of disadvantaged pupils securing and sustaining level 3 courses post-16 and a trend of improvement for pupils overall. |

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: £ 94,985

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Develop and deliver a long-term programme of high quality CPD to improve the quality of teaching and the further development of curriculum. Focus on embedding pedagogy and practice to develop recall, metacognition and self-regulation, modelling & feedback.</p> | <p>The importance of high-quality teaching is supported by a study by the Sutton Trust (2011), which found that good teachers can make a large difference to pupils' results overall, and are especially important for pupils from disadvantaged backgrounds.</p> <p>The EEF toolkit clearly identifies that developing in pupils through high quality teaching, the developing the processes involved in knowing, understanding, and learning, and learning to learn as very high impact based on extended evidence. This is the same for other elements of quality teaching such as modelling and feedback.</p> | <p>1, 2, 4, 5</p> |
| <p>Improving reading and developing literacy in all areas through focussed CPD to facilitate the explicit teaching of vocabulary. By year three, there will be a disciplinary approach to teaching literacy across the curriculum fully embedded, alongside a comprehensive strategy to improve reading for all pupils, and specifically, those who are disadvantaged.</p> | <p>Developing reading comprehension strategies and oral language interventions are clearly identified in the EEF toolkit as having very high impact based on extended evidence.</p> <p>Additionally, in line with the recommendations from the EEF Improving Literacy in Secondary Schools recommendations, providing targeted vocabulary instruction in every subject and enabling opportunities for structured talk have high impact.</p> | <p>1, 2, 4, 5</p> |

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| <p>To build capacity to enable the further development of high-quality teaching, including the teaching of literacy, commission a comprehensive programme of review involving the trust School Improvement Team, facilitating and supporting change, and developing opportunity for inter-school CPD opportunities.</p> | <p>The 2015 DfE paper ‘Effective Partnerships and Collaboration for School Improvement’ strongly suggests that inter-school collaboration has a positive impact on the effectiveness of leadership, quality of teaching and outcomes for pupils.</p> <p>Hattie (2016) is clear that Collective Teacher Efficacy has the greatest impact in influencing pupil outcomes and achievement (effect size 1.57) and it is clear that helping existing teachers to become better through exploiting opportunities to share evidence, experiences and try new approaches has impact.</p> | <p>1, 2, 4</p> |
| <p>Recruit and retain quality staff including enhanced staffing ratios in English, Maths and Science at in leadership level.</p> | <p>The evidence-based approaches listed in this statement are led and managed by key senior leaders within the school. This will ensure that initiatives are robustly implemented, monitored and evaluated. The EEF guide on Implementation will be utilised to support this.</p> | <p>All</p> |
| <p>Review target setting, especially in English to ensure that all pupils, and especially those who are disadvantaged, ambitious goals are in place.</p> | <p>FFT20 Progress 8 Estimates for English in Y10 (2022) indicate an overall English P8 target of -0.74. Using FFT 5 Estimates, this is reduced to -0.15, and 0 for pupils who are disadvantaged.</p> | <p>1,2, 4, 5</p> |

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

Budgeted cost: £ 60,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embed Accelerated Reader in Y7-9</p> | <p>Accelerated Reader is widely used in England, but much of the evidence for the approach comes from</p> | <p>2</p> |

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| <p>alongside the Fresh Start programme for pupils with a reading age less than 9 years. Embed additional teacher reading interventions in place through the development of English library lessons.</p> | <p>the US. An EEF (2015) study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>Furthermore, FFT findings evidence that reading interventions have high impact on average (+6 months).</p> | |
| <p>Further expand and embed with the NTP and additionally, secure the employment of Literacy and Numeracy coaches to provide alongside specialist support, individual/small group tutoring for pupils most at risk of falling further behind, specifically those pupils who are disadvantaged.</p> | <p>Small group tuition and one to one tuition are identified by the EEF as having moderate and high impact respectively, as interventions to provide targeted support for specific pupils who are identified as having low prior attainment. Evidence suggests that in some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> | 1, 2, 4, 5 |

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

Budgeted cost: £ 119,720

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embed a culture of positive behaviour and attitudes within the school, through expanding and developing pastoral resources to support all pupils, especially those of who are disadvantaged. Fully embed the Success Centre and from January 2023, implement and embed the use of a Satellite Centre to ensure pupils are fully supported with their</p> | <p>In the Government Social Science paper, 'Case studies of behaviour Management practices in schools rated Outstanding (March 2017), schools spoke of the need for specific staff to have non-teaching time to allow them to take the lead on monitoring and supporting behaviour, to focus on relationship development and building rapport with pupils, and to oversee or enact early intervention. In larger schools, to ensure these staff had capacity to build relationships with pupils, the pupil population was split into</p> | 3, 4, 5 |

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| <p>individual challenges and barriers to accessing the curriculum fully, removed.</p> <p>The Success Centre is a designated resource for pupils who, for whatever reason, cannot access the curriculum in the short term. It is a base where pupils can complete classwork, access mentoring programmes to support with social, emotional and behavioural difficulties or support their sensory needs within a calm and purposeful environment.</p> <p>The Satellite Centre at Turves Green Boys' School will provide a setting where pupils are placed to provide a quality education for their individual challenges within the mainstream curriculum with the following aims and purpose:</p> <ul style="list-style-type: none"> • To support emotional wellbeing and resilience and identify learning differences and barriers; • To support pupils' behaviour and progress; • To provide welfare/pastoral support to all pupils through personalised targeted support interventions; • To provide academic support; • To reduce our number of fixed-term suspensions/permanent exclusions; | <p>smaller groups, each assigned a pastoral lead. This enabled schools to foster positive learning behaviours, not behaviour management.</p> <p>Furthermore, firm evidence from other schools within Matrix Academy Trust support the implementation of Success and Satellite Centres as impactful resources to support both vulnerable and disadvantaged pupils in improving their well-being and academic progress, alongside reducing the risk of suspension and permanent exclusion, as endorsed in subsequent Ofsted inspections.</p> | |
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| <ul style="list-style-type: none"> • To reduce pupils educated in off-site Alternative Provision; • To provide advice, support and training to pupils in relation to pastoral support, emotional wellbeing and behaviour management. | | |
| <p>Embed attendance strategies and develop a re-designed team to support families with poor attendance. In Year 2, recruitment of EWO to fully develop and implement strategy to 'break the culture' of poor attendance, an approach primarily comprising selected staff completing home visits during which they confront parents face-to-face and request a reason for their child's absence as well as identifying any difficulties / barriers so support can be provided.</p> | <p>DfE guidance including Improving School Attendance has been published after consultation with successful schools that have improved attendance and reduced PA.</p> | <p>3</p> |
| <p>Fully develop and embed a CEIAG strategy in all years that adheres to all Gatsby Benchmarks and enables regular encounters with employers and employees.</p> | <p>In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges.</p> <p>A four-year evaluation by the University of Derby published in 2021 found the benchmarks had a positive impact on pupils' career readiness and GCSE attainment.</p> | <p>5</p> |
| <p>Contingency funding for unexpected situations.</p> | <p>A small amount is reserved in order to respond to any situations that have not yet been identified.</p> | <p>ALL</p> |

Total budgeted cost: £ 274,815

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 2021 to 2022 academic year.

Context: In May 2021, following a DAO issued in June 2019, Turves Green Boys' School became part of the Matrix Academy Trust.

The overall progress 8 score for disadvantaged pupils was -1.5 in 2022 with 12% of pupils securing a grade 9-5 in English and Maths, 24% of pupils securing a grade 9-4.

Despite improvements in progress and attainment for disadvantaged pupils in 2020 and 2021, external outcomes and internal assessments evidences that the gap between the attainment and progress of disadvantages has remained static or widened. The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years as the impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below expectation. Staff turnover has played a major part in these outcomes, and from September 2022, for the first time since 2019, the school is fully staffed. As a result of a strong recruitment drive and improving reputation, further appointments will be made during 2023 to ensure that staffing ratios, especially within the core and leadership, are enhanced further.

Outcomes in 2022 limited the number of pupils, especially those who were disadvantaged, gaining places on level three courses post-16.

EBacc entry for disadvantaged pupils was 11%, which is similar to the previous years and 19.9% below that for non-disadvantaged pupils. We recognize that this gap is too large which is why raising the profile of the Ebacc suite of qualifications is a top priority for all pupils. In 2022/23, 34.5% of pupils entered for the Ebacc are disadvantaged, rising to 39.6% in 2023/24.

By September 2022, assessment data evidences that by the start of Y8, disadvantaged pupils in Y7 had increased their reading age by 1 year and 5 months, compared to the average of 1 year and 2 months for their peers. For pupils starting in year 9, these

figures were 9 months and 12 months respectively and for pupils starting Y10, 1 year and 1 month and 1 year and 5 months.

In 2021/22, the attendance of disadvantaged pupils was 9.2% less than their peer. As with the persistent absence gap, we realise that this is far too large and have expanded further out attendance strategy to make include the investment to recruit an onsite EWO and a comprehensive programme of first day home visits for prioritising disadvantaged pupils.

Similarly, in 2021/22, the majority of behaviour incidents that required suspension involved disadvantaged pupils (58.2%), as did incidents of behaviour falling below expectations (66.8%). As a result, we have expanded our strategy to make major investment in both the Success, and Satellite Centres to ensure that pupils have the bespoke support required to be successful, modify poor behaviours and overcome their individual barriers to make increased progress.

Externally provided programmes

| Programme | Provider |
|--------------------|--------------------------|
| Fresh Start | Fresh Start in Education |
| Lexia | Lexia Learning |
| Seneca Learning | Seneca |
| Hegarty Maths | Hegarty |
| Accelerated Reader | Renaissance Learning |
| SISRA Analytics | Juniper Education |
| SISRA Observe | Juniper Education |
| MathsWatch | MathsWatch |
| Kerboodle | Oxford University Press |

Further information (optional)

Additionally, a range of other activities are intended to improve the experiences of all pupils, and specifically those who are disadvantaged. These include:

- Compulsory Period 6 (Y11);
- A full and rich extracurricular programme in place;
- Implementation and embedding a of a Combined Cadet Force detachment in Year 2;
- Implementation and embedding of Duke of Edinburgh Award in Year 2;
- A comprehensive mental health programme of support in place working alongside the charity Young Minds;
- Additional support provided for families with challenges such as securing school uniform, ICT access and travel passes.