

Pupil Premium Strategy Statement

Three-Year Strategy Document (Year 2)

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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
School Name	Turves Green Boys' School
Number of pupils in school	555
Proportion (%) of Pupil Premium eligible pupils	60.0% Year 7 – 55.5% Year 8 – 63.8% Year 9 – 64.3% Year 10 – 49.0% Year 11 – 67.9%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2023/24 ~ 2024/25 ~ 2025-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2023 December 2024 December 2025
Statement authorised by	Mr J Till
Pupil Premium lead	Mr S Rogers
Governor / Trustee lead	Mrs L Draycott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,550.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£305,550.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Turves Green Boys' School has used the Education Endowment Foundation Guide to Pupil Premium 2024, to form and enhance our strategic approach to the use of additional funding.

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

Our objective is to deliver curriculum-focused, high-quality teaching that caters to the unique needs of each pupil, aiming to narrow the gap in academic outcomes between disadvantaged pupils and their peers nationally by the end of Key Stage 4. Additionally, we strive to address this discrepancy within our internal assessments in all other year groups.

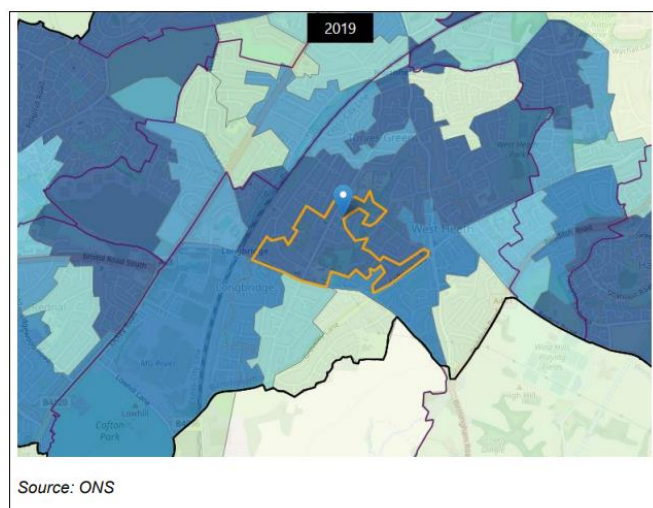
The obstacles confronted by disadvantaged pupils encompass deficiencies in reading and language skills, heightened attendance concerns, and more recurrent challenges pertaining to behaviour and attitude.

The fundamental principles guiding our approach are aimed at preventing any pupil from being disadvantaged due to a lack of equitable access to high-quality learning experiences, whether within or beyond the classroom. This commitment is reinforced by thorough data analysis, ensuring early intervention for both individual pupils and groups. Furthermore, we emphasise a collective responsibility among all school staff to hold the highest expectations for pupil achievements and to provide them with the essential support needed to actualise these expectations.

Context

Turves Green Boys' School is located in Northfield within the Longbridge area of Birmingham and serves a community characterised by high social deprivation.

Positioned in a Lower Layer Super Output Area (LSOA) ranked at 1,367 out of 32,844 LSOAs in England based on the Income Deprivation Affecting Children Index (IDACI), where a ranking of 1 indicates the highest level of deprivation, the school is situated in one of the 10% most deprived neighbourhoods in the country.



Northfield is placed in the 1st decile nationally for deprivation, and within the context of the 533 constituencies in England, it holds the 26th position among the most deprived.

Challenges

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

Challenge Number	Detail of Challenge
1	Starting Point: Poor levels of literacy and numeracy for disadvantaged pupils compared to that of their peers.
2	Key Stage 4 Attainment: The attainment and progress measures of disadvantaged pupils is historically lower than that of their peers.
3	Reading: Many pupils in the school experience a disparity between their chronological age and reading age, and this gap is even more pronounced for those from a disadvantaged background.
4	Attendance: Poor levels of attendance for disadvantaged pupils compared to that of their peers.
5	Fixed Term Suspension and Permanent Exclusions (Behaviour and Attitudes): Data indicates that our disadvantaged pupils are more likely to become involved in incidents of poor behaviour resulting in a Fixed Term Suspension, or a Permanent Exclusion.
6	Social, Emotional and Mental Health: Data indicates that our disadvantaged pupils are more prevalent to SEMH problems compared to that of their peers.
7	Post-16 Destinations: Lower aspiration for future destinations for disadvantaged pupils compared to that of their peers.

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
For the attainment of disadvantaged pupils to be comparable to their peers, both within the school and nationally, across all subjects, with a particular focus on those included in the English Baccalaureate suite.	<p>To surpass the national attainment of all pupils, including those from disadvantaged backgrounds.</p> <p>To substantially narrow the attainment disparity between disadvantaged pupils and their peers.</p> <p>To have a minimum of 70% of disadvantaged pupils entered for the English Baccalaureate by 2024-25.</p>
For the gap between their chronological age and reading age of disadvantaged pupils to be	To demonstrate swift progress in narrowing the gap between reading ages and chronological

<p>diminished, aiming for comparability with their peers, both at the school level and nationally.</p>	<p>ages for disadvantaged pupils through data analysis.</p> <p>Quality assurance efforts and teacher feedback should reflect the expansion of vocabulary and enhanced comprehension skills in the work of disadvantaged pupils.</p>
<p>For the overall attendance level of disadvantaged pupils to improve, aiming for comparability with their peers, both at the school level and nationally.</p>	<p>Ensure that the attendance of all pupils, including those from disadvantaged backgrounds, is at least in line with the national average.</p> <p>Significantly diminish the gap in attendance between disadvantaged pupils and their peers.</p> <p>Maintain a persistent absence rate for the school that is below the national average.</p>
<p>For incidents of poor behaviour resulting in a Fixed Term Suspension, or a Permanent Exclusion for disadvantaged pupils to substantially decrease, thereby minimising disparities when compared to their peers.</p>	<p>Our internally data demonstrates:</p> <ul style="list-style-type: none"> - a downward trend in the number of behaviour incident for all pupils, including those from disadvantaged backgrounds. - a reduction in the number of Fixed Term Suspension for all pupils, including those from disadvantaged backgrounds, aligning with or falling below the national average. - a reduction in the number of Permanent Exclusions for all pupils, including those from disadvantaged backgrounds, aligning with or falling below the national average. <p>Teachers, pupils, and parents perceive a significant improvement in attitudes toward learning, behaviour, and conduct for all pupils, including those from disadvantaged backgrounds.</p>
<p>For the number of disadvantaged pupils requiring support for Social, Emotional and Mental Health problems to reduce, thus improving their emotional wellbeing.</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observation show improved levels of emotional wellbeing for all pupils, including those from disadvantaged backgrounds.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observation reflect</p>

	<p>positive responses regarding the internal support received by all pupils, including those from disadvantaged backgrounds.</p> <p>All pupils, including those from disadvantaged backgrounds, who require support for Social, Emotional, and Mental Health issues attend school more consistently.</p>
<p>For the number of disadvantaged pupils applying for, securing and sustaining level 3 courses at the post-16 destination to increase.</p>	<p>School data to evidence an increased enrolment of pupils, including those from a disadvantaged background, on a level 3 course as their post-16 destination.</p>

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: £152,775.00

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To assign a member of the schools Senior Leadership Team at the school to each of the intended outcomes.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	All
<p>Deliver a professional development programme for teaching and learning that emphasises evidence-based strategies to enhance Quality First Teaching.</p> <p>This programme aims to refine pedagogy and practices, focusing on improving recall, metacognition, self-regulation, modelling, and feedback.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/news/supporting-self-knowledge-through-modelling</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 4, 5.
Establish a coaching program aimed at enhancing staff expertise and nurturing the development of future school leaders.	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development</p> <p>https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf</p> <p>https://blog.irisconnect.com/uk/coaching-for-teachers</p> <p>https://my.chartered.college/research-hub/how-a-coaching-programme-transformed-teaching-and-culture-in-my-primary-school/</p>	1, 2, 3, 4, 5.

<p>Recruit and retain high-quality teachers, incorporating improved staffing ratios in English, D&T and Modern Foreign Languages.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</p>	<p>1, 2, 3, 4, 5.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,387.50

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Strengthen and expand targeted academic intervention strategies to provide specialist support through individual or small-group intervention sessions for pupils at the highest risk of falling behind.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	All
Enhance targeted reading interventions for pupils whose reading age is below their chronological age by implementing programs such as Fresh Start, Lexonik, and Accelerated Reader.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1, 2, 3, 4, 5, 7
Further enhance the <i>Read Aloud</i> Program by embedding teacher-led reading into RAFT sessions to develop engagement and model effective reading strategies.	https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say#:~:text=The%20act%20of%20reading%20aloud,to%20their%20reading%20comprehension%20skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1, 2, 3, 4, 5, 7

<p>Utilise Learning Support Assistants to assist with interventions focused on literacy and reading.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Utilise electronic software programs to enhance learning, both within the school and at home.</p>	<p>https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programme-on-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-accelerated-reader-what-does-the-research-tell-us</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Easter School for Year 11: targeted intervention and support leading up to the Summer examination series.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation#</p>	<p>2, 7</p>

	https://www.gov.uk/government/publications/summer-schools-programmeme	
Enhance the offering of peripatetic music lessons.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5, 6

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

Budgeted cost: £76,387.50

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Strengthen the school's positive culture of behaviour and attitudes by expanding and further enhancing pastoral support resources, which include the School Social Worker, Mental Health Support Worker, and Emotional Wellbeing Intervention Lead, to better support all pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>All</p>
<p>Strengthen the systematic approach to addressing irregular school attendance by implementing targeted strategies, integrating a pupil rewards and incentive program to encourage consistent attendance, and aligning with the Local Authority's Support First approach.</p>	<p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://www.birmingham.gov.uk/downloads/download/1839/school_attendance_and_absence_-_fast_track_information_for_schools</p>	<p>All</p>
<p>Ensure pupils with irregular school attendance have access to key personnel to</p>	<p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	<p>All</p>

<p>support with removing barriers.</p> <p>Key personnel include the Attendance Manager, Social Worker, Mental Health Support Worker, Emotional Wellbeing Intervention Lead, and Head of House.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://www.birmingham.gov.uk/downloads/download/1839/school_attendance_and_absence_-_fast_track_information_for_schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Establish a strong school community by cultivating a positive relationship between home and school.</p> <p>Provide workshops to equip parents and carers with strategies to support their children in areas such as SEND, school attendance, and SEMH (social, emotional, and mental health) concerns.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1704384543</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	All
<p>Enhance our high-quality, aspirational careers program by providing enriching and diverse experiences for all pupils from Years 7 to 11.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2, 3, 4, 5, 7

<p>Continue to work closely with external organisations, such as Birmingham Children’s Trust and Forward Thinking Birmingham, to assist pupils and their families.</p>	<p>https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf</p>	<p>2, 4, 5, 6, 7</p>
<p>Enhance the offerings and intervention services provided by the Success Centre to support pupils.</p> <p>The Success Centre serves as a dedicated resource for pupils facing temporary challenges in accessing the curriculum. It serves as a space where pupils can complete classwork, engage in support programmes addressing social, emotional, and behavioural difficulties, or receive assistance with sensory needs in a calm and focused setting.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>All</p>
<p>Expand and strengthen the school’s educational visit programme to ensure pupils have opportunities to explore colleges, universities, industry sites, and significant landmarks, supporting their learning and raising aspirations for future success.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>2, 4, 5, 6, 7</p>
<p>Expand and strengthen the Combined Cadet Force program to enable our school to work towards</p>	<p>https://combinedcadetforce.org.uk/</p>	<p>2, 4, 5, 6, 7</p>

establishing its own standalone contingent.		
Expand and strengthen the Duke of Edinburgh's Award programme.	https://www.dofe.org/	2, 4, 5, 6, 7
Provide an opportunity for pupils without passports or prior experience of international travel to visit another country through the Turing Scheme.	https://www.theturingschool.org.uk/page/?title=Pupil+Premium&pid=21 https://www.gov.uk/government/news/turing-scheme-boosts-global-placements-beyond-europe https://assets.publishing.service.gov.uk/media/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	2, 3, 4, 5, 7

Total budgeted cost: £305,550.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

- For the academic year 2023-24, our disadvantaged pupils achieved an overall Progress 8 score of -0.01, reflecting an improvement of 0.98 compared to the previous year, where the Progress 8 score for disadvantaged pupils was -0.99. This improvement resulted in no gap between the progress of our disadvantaged pupils and their peers.
- For the academic year 2023-24, our disadvantaged pupils achieved an overall Attainment 8 of 36.7, reflecting an improvement of 5.2 compared to the previous academic year when the measure for disadvantaged pupils was 31.5.
- For the academic year 2023-24, 57.9% of disadvantaged pupils achieved a Grade 4 or above in both English and Mathematics, with 39.5% achieving a Grade 5 or above. This reflects an improvement when compared to the previous academic year, where 38.2% of disadvantaged pupils achieved a Grade 4 or above in English, and 18.2% achieved a Grade 5 or above.
- For the academic year 2023-24, 62.5% of disadvantaged pupils achieved a Grade 4 or above in English, with 45.0% achieving a Grade 5 or above. This reflects an improvement when compared to the previous academic year, where 49.1% of disadvantaged pupils achieved a Grade 4 or above in English, and 25.5% achieved a Grade 5 or above.
- For the academic year 2023-24, 65.0% of disadvantaged pupils achieved a Grade 4 or above in Mathematics, with 42.5% achieving a Grade 5 or above. This reflects an improvement when compared to the previous academic year, where 56.4% of disadvantaged pupils achieved a Grade 4 or above in Mathematics, and 30.9% achieved a Grade 5 or above.
- For the academic year 2023-24, 42.1% of our disadvantaged pupils were entered for the EBACC, reflecting an increase of 9.6% compared to the previous academic year when the corresponding figure for disadvantaged pupils was 32.7%.

Reading

- For the academic year 2023-24, our disadvantaged pupils demonstrated significant progress in reading. This has reduced the gap between their reading age and chronological age.
 - o Year 8 pupils improved their reading age by 0 years and 10 months.
 - o Year 9 pupils improved their reading age by 1 years and 10 months.
 - o Year 10 pupils improved their reading age by 2 years and 4 months.
 - o Year 11 pupils improved their reading age by 1 years and 11 months.

Attendance

- For the academic year 2023-24, the overall attendance for our disadvantaged pupils was 86.5%. This shows an improvement of 2.6% when compared to the previous academic year when the measure for disadvantaged pupils was 83.9%. The 86.5% attendance rate surpasses the FFT National Average of 85.4% by 1.1%

- Improved attendance procedures have had and continue to have a positive impact on weekly attendance and overall attendance figures for all pupils, including those from a disadvantaged background. During the Autumn Term of the 2024-25 academic year, disadvantaged pupils achieved an overall attendance rate of 89.4%, surpassing the FFT National Average of 87.6% by 1.8%.

Behaviour and Attitudes

- For the academic year 2023-24, the number of fixed-term suspension incidents among our disadvantaged pupils decreased significantly, showing a 39.7% reduction compared to the 2022-23 academic year.
- The marked improvement in behaviour and attitudes across the school, particularly among disadvantaged pupils, was recognised in March 2024, when Ofsted rated the school as '*outstanding*' for Behaviour and Attitudes.

Post-16 Destinations

- For the academic year 2023-24, every pupil participated in the school's comprehensive careers advisory programme, which included individual career meetings, workshops, events, visits to colleges and universities, as well as trips and talks from apprenticeship providers, and our internal career fair.
- All of our disadvantaged pupils successfully secured a destination at a college, 6th form, or an apprenticeship provider.
- For the academic year 2023-24, there was a 42.7% increase in the number of disadvantaged pupils enrolling onto a level 3 courses at college compared to the academic year 2022-23.

Externally Provided Programs

Program	Provider
SIMS	SIMS Capita
ClassCharts	ClassCharts
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