

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Thomas Aveling School
Number of pupils in school	1202
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	P Jackson Head Teacher
Pupil Premium lead	Mrs L Holden (Deputy Headteacher) Ms R Chew (Assistant Headteacher)
Governor / Trustee lead	Mrs W Nye (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,800
Recovery premium funding allocation this academic year	£88,993
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£364,793
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

All members of Thomas Aveling staff and the governing body accept responsibility for disadvantaged children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years, those pupils who are in the care system and parents who are in the military. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from socio-economic disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is higher than the national average (27.1%) for secondary schools. In January 2022, 20.6% of pupils were eligible for free school meals and a total of 30.87% under the pupil premium category. The percentage of pupils with free school meals had been increasing prior to the COVID-19 pandemic, with increases from 13.6% in January 2018, to 15.4% in January 2019, to 17.3% in January 2020. However, free school meal numbers have dropped slightly from 20.8% in January 2022. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximizing the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behavior, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Quality First teaching 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is found
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The strategies adopted to support Pupil Premium students at Thomas Aveling are chosen using the Explore, Prepare, Deliver and Sustain model shared by the EEF. Many of the strategies used in 2021-2022 were successful in previous years, while others were adopted because of other schools' successes, empirical evidence or research undertaken by Thomas Aveling or/and trust wide.

We plan to measure the impact of our Pupil Premium strategy as part of our ongoing cycle of Quality Assurance monitoring and evaluation at Thomas Aveling. Thomas Aveling will formally review the Pupil Premium strategy annually with a panel of governors and the Headteacher and delegated members of the Senior Leadership Team will carry out evaluation activities termly.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> - Attendance of PP students <p>Monitoring through SIMS shows that the attendance figures have been on a downward trend for disadvantaged students compared to non-disadvantaged post pandemic. Through discussions and observations, it is more likely that disadvantaged students will require additional support to attend school.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils. However, during 2020-21 the gap widened to 3.15% Attendance for the school is a priority as we aspire to have above 96% attendance each year, 2020-21 our attendance figure for the entire school was 93.96%.</p> <p>2021-2022 the attendance of PP students was a concern as the PP attendance was 90.66% and non-PP was 94.16, leaving a gap of 3.53%. Year 10 had the most significant gap in attendance of 4.27% (more information found on page 16)</p>
2	<ul style="list-style-type: none"> - Attainment and progress of PP students in comparison to non-PP – particularly KS3 Maths <p>Our assessments, both internal and external show that disadvantaged students generally make less progress from their starting point when entering the school, though the progress gap was reducing pre-pandemic.</p> <p>Outcomes can vary, and barriers to learning and external factors which may provide difficulties differ, however their overall academic progress tends to be lower in most subjects compared to “non-disadvantaged” especially post pandemic. This trend is particularly noticeable in maths KS3 outcomes.</p>
3	<ul style="list-style-type: none"> - Social, emotional, behavioural and mental health of disadvantaged students <p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These issues have continued over the 18 months on from any formal lockdown.</p> <p>Average behaviour points for PP students are at a ratio (per pupil) of 23 compared to non-PP of 11. It is also important to note that 66% of children under any CP plan are PP.</p>
4	<ul style="list-style-type: none"> - Reading and Literacy Skills of disadvantaged students <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language, literacy and comprehension difficulties than non-disadvantaged pupils in our school. This impacts their progress in all subjects and as a result is a priority for us. There is still a reading gap between PP and non-PP pupils. Year 7 average reading age for disadvantaged pupils is 9 years and 7 months, compared with 10 years and 4 months for non-disadvantaged. The gap of 8 months is still prevalent in year 8, with an average of 10 years and 7 months compared with 11 years and 3 months.</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
<p>- To improve attendance of disadvantaged students</p>	<p>Through achievement of improved attendance. As demonstrated by termly attendance reports and governor welfare reviews. This is to continue until the end of the PPG strategy 2024/25.</p> <p>Whole school targets for attendance is 96%+ and disadvantaged students figures show a reduction from the current gap of 3.53%.</p>
<p>- To close the gap in attainment and progress between disadvantaged students and non- disadvantaged students</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the percentage of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers from their current attainment 8 gap of 10.15 to below 3.</p>
<p>- To raise standards of reading and literacy skills of disadvantaged students across all year groups</p>	<p>Assessment of pupils' language comprehension and reading ages shows a reduction in the disproportionate outcomes between disadvantaged pupils and their peers from 1 year to no more than 0.2 years by the end of our strategy in 2024/25. Increase in those reading above their age to be used as criteria also.</p>
<p>- To develop the Social, Emotional Mental Health and behaviour of disadvantaged students – with a focus on Character Development</p>	<p>Through observations and discussions with pupils and their families. Less CPOMs logs for emotional concerns, behaviour and achievement points monitored to show character virtues.</p> <p>Number of fixed term exclusions analysed and gap between PP and non-PP to be minimal. Current position is 73% of all FTE are disadvantaged students.</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: £127,677.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition Regulation Strategies CPD and roll out – application of Rosenshein principles in teaching</p>	<p><u>RATIONALE</u></p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year (secondary school students).</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	2, 3, 4
<p>Reading Comprehension Strategies</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. This includes reading aloud, use of software packages (Accelerated Reader) and form time reading</p>	<p><u>RATIONALE</u></p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	2, 4
<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasize the importance of spoken language and verbal interaction in the classroom.</p>	<p><u>RATIONALE</u></p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small number of studies that do study maths and science show small positive effects.</p>	2, 4
<p>Feedback</p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p>	<p><u>RATIONALE</u></p> <p>Oral feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during or at the end of a task or activity. The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months.</p>	2, 4, 3

<p>This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring below).</p>	<p>Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.</p> <p>The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months.</p> <p>Given, it is not clear when feedback provided can be most effective, feedback policies should not over specify the timing of feedback.</p>	
<p>Teaching Assistants</p> <p>Teaching Assistants are deployed to work within subjects and support disadvantaged students who also have SEND (Special Education Needs and Disability).</p> <p>The TAs also provide 1:1 and targeted support for these students to minimise barriers to learning such as Attendance, mental health and behaviour.</p>	<p><u>RATIONALE</u></p> <p>Evidence from the EEF indicates that the use of teaching assistants can have on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.</p>	<p>1, 2, 3, & 4.</p>
<p>Yr 7 & 8</p> <p>Knowledge Organisers</p> <p>At Thomas Aveling these will be produced and introduced to assist with homework and subject recall</p>	<p><u>RATIONALE</u></p> <p>While there is opinion to support the success of Knowledge Organisers, and studies into the importance of memory and a knowledge-based curriculum, the use of Knowledge Organisers as an effective teaching tool is unproven. At the Education Endowment Foundation (EEF), research has proven that homework can increase a pupil's progress by five months, and meta-cognition and self-regulation can increase progress by eight months. Knowledge Organisers are therefore a way to aid pupils' progress in these areas.</p>	<p>1 & 4</p>
<p>Remote Learning Provision:</p> <p>Teams, Laptops / Dongles</p> <p>All disadvantaged students have the opportunity to loan a laptop from the school to use at home to complete homework / coursework. Dongles are also available to provide internet access at home for those students without access. Teams can be used by teachers to set work and deliver lessons to those students who must isolate</p>	<p><u>RATIONALE</u></p> <p>Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)'. </p>	<p>1, 2, 3,</p>
<p>Collaborative / co-operative learning</p> <p>pupils working together on activities or learning tasks in a group are small</p>	<p><u>RATIONALE</u></p> <p>The effects of collaborative learning are slightly higher in secondary schools (+6 months) than primary schools (+5 months).</p>	<p>2,</p>

<p>enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p>		
<p>Mastery Curriculum (maths and writing in English)</p> <p>Mastery learning was originally developed in the 1960s. Subject matter is broken into blocks or units with pre-determined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support (i.e., intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework). Learners continue the cycle of studying and testing until the mastery criteria are met.</p>	<p><u>RATIONALE</u></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It is important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p>	<p>2, 3, 4</p>
<p>Frequent Low Stakes Testing to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps, Doodle, Hegarty, Seneca.</p>	<p><u>RATIONALE</u></p> <p>The report ‘Cognitive science approaches in the classroom: a review of the evidence’, produced by the EFF, states that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information. Also, the testing process makes pupils aware of weaknesses in their memory and gaps in their understanding, thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement.</p>	<p>2, 3, 4.</p>
<p>Rosenshein & TL strategies (CPD) with ‘how to’ aids leading to all students knowing more and remembering more of the curriculum being taught</p>	<p><u>RATIONALE</u></p> <p>Developing meta-cognition alongside cognitive strategies has consistently been found to have a strong positive impact on learning. The average effect size for explicitly teaching strategies is equivalent to around four additional months’ progress.</p>	<p>2, 3</p>

Targeted academic support

Budgeted cost: £145,917.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Tuition</p> <p>Disadvantaged students are tutored by teaching staff. These are one-hour sessions lasting a maximum of 8 weeks.</p>	<p><u>RATIONALE</u></p> <p>Evidence from the EEF indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching. Initially this was offered by outside tutors but was not effective. Results from the summer term pilots show significant accelerated progress when delivered by our own staff</p>	<p>1, 2 & 3</p>
<p>Small group Interventions (Lang and Lit)</p> <p>Reducing the number of students in a class / intervention enables the teacher to adopt a range of approaches and the amount of attention each student achieves is greater, in terms of feedback and one to one support.</p>	<p><u>RATIONALE</u></p> <p>Evidence from the EEF indicates that a reduction in class / group size needs to be significant, e.g., below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year</p>	<p>1, 2 & 3</p>
<p>Peer Mentoring</p> <p>Peer tutoring happens Tues to Thurs each week in the school from 3-4pm.</p> <p>We have two forms of peer tutoring</p> <p>KS3:</p> <ul style="list-style-type: none"> - A targeted group of yr. 7, 8 and some 9 PP students are selected for tutoring by Sixth Form students in English, Math's and Science. <p>Ks5: Yr. 13 students tutor yr. 12 students</p>	<p><u>RATIONALE</u></p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	<p>1, 2</p>
<p>Small group Tuition</p> <p>Small group tuition for targeted students in Mathematics, English</p>	<p><u>RATIONALE</u></p> <p>Small group interventions to ensure progress at KS3 is at least expected and at KS4 at least 1 grade improvement from initial grades.</p>	<p>2, 1, 3, 4</p>

and Science from current staff increasing their hours and interventions.	Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year	
Targeted holiday catch up classes for Y10, 11 and 13 Access for targeted students to get small group support in specific areas.	<u>RATIONALE</u> Students that are targeted to attend, have at least 90% engagement in sessions.	1, 2,
MiDYIS Testing for all year 7 students to provide strengths and weaknesses analysis to aid interventions. This will also replace KS2 tests when setting in Ma, En and Sc	<u>RATIONALE</u> Students with poor scores in a particular aspect of the test will be targeted for interventions in class and in small group work Individual relative performance has been used to highlight difficulties and categorise Mable children.	2
Reading interventions – eye tracking software purchased and used, and class sets of reading books to further enhance Form Time Reading Interventions. Restocked library to allow for appropriate books to be available.	<u>RATIONALE</u> This software is cutting edge and will allow a much more detailed diagnosis of a student’s reading difficulties. Class texts will allow for time reading allowed using the Greenshaw framework.	4, 2
Distance Learning Software. Various software packages linked to school textbooks allow for distance learning, purchase of webinar masterclasses and revision materials to aid independent catch-up work to be completed	<u>RATIONALE</u> A report from the University of Southampton has calculated that in the first month of the lockdown, pupils in England suffered from a high degree of learning loss. It is worth noting, that at the start of the first national lockdown in England, schools were not required to provide remote education. Reports suggest that the loss of learning was more pronounced for children from disadvantaged socio-economic backgrounds than for other children. Remote education is considered a poor replacement for normal classroom practice. However, the software we have purchased allows, among other things, speaking exercises in modern languages to be practised and saved at home, so that the teacher can accelerate progress. OFSTED Research & Analysis Remote Education Research (18th Feb 2021). www.gov.co.uk	1, 2

Wider strategies

Budgeted cost: £91,198.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework / Breakfast Club	<u>RATIONALE</u>	1, 3

<p>Breakfast Club provides breakfast for vulnerable students as well as preparing them for the day ahead.</p> <p>Students are given the opportunity to study in the assembly hall before school and after school they can attend homework club to complete homework tasks and to work on coursework.</p> <p>The clubs are supervised by TA's and our HSSW (Home School Support Worker) who offer support to students completing their work as well as emotional support where needed.</p>	<p>Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused.</p> <p>Regular homework that is more routinely set can also have an impact of 2 to 3 months progress. These interventions will lead to a reduction in detentions for missing homework and improve attendance to school.</p>	
<p>Student Fund</p> <p>The student fund is overseen by the Pupil Premium Co-ordinator who provides students with uniform, stationery, breakfast and transport costs where needed.</p> <p>Sixth form transition is included in this to help disadvantaged students settle into the school sixth form.</p> <p>Departments can also make bids for funding for resources for disadvantaged students.</p> <p>Every PP student is eligible to support with uniform or a contribution to trip funding.</p>	<p><u>RATIONALE</u></p> <p>Students wearing correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here.</p>	1, 3
<p>Brilliant Club Targeted raising aspirations programme for PP students</p> <p>The Brilliant Club mobilises the PhD community to support students who are less advantaged to access the most competitive universities and succeed when they get there. We choose a cohort of children each year in each Key Stage to take part in these activities</p>	<p><u>RATIONALE</u></p> <p>1 in 50 of the least advantaged students enter the most competitive universities, compared to 1 in 4 of the most advantaged. Disadvantaged students are therefore 18x more likely to miss life-changing higher education. This disadvantage does not disappear when they enter university. Disadvantaged students are 3x more likely to miss a 1st or 2:1 grade at university. This affects an individual beyond their time at university and impacts society as a whole.</p>	2, 3
<p>Behaviour interventions</p> <p>Internal and external agencies, DOLs, ADOLs, HSSW, SEND, DSL, Children's team, DHTs, counselling services, Pupil</p>	<p><u>RATIONALE</u></p> <p>Behaviour interventions and approaches have positive overall effects (+ 4 months) and on the ethos and discipline of the school.</p>	1, 3

Premium Coordinator all have a role to play in improving behaviour and therefore access to the curriculum		
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Total budgeted cost: £364,793.00

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.

GCSE

Previous analysis of data of disadvantaged pupils have been taking COVID lockdowns into account. For 2022, it has been discouraged by the DfE to compare results from previous years.

We have analysed the outcomes from summer 2022 for both KS3 data and progress 8. For 2022, the progress 8 score for the school was -0.02. Disadvantaged students isolated had a P8 score of -0.53, therefore a gap of -0.69 (as non PP P8 was +0.16). We are disappointed in this but must point out that this lower than desired progress was massively affected by a small number of PP students who didn't return to school or who failed to take any exams despite our constant contact and encouragement under our attendance strategy.

Throughout the year, data and assessments suggested that the attainment of disadvantaged students was below our expectations.

GCSE subject	Gap % for grade 4+ (PP/NonPP)
English	-28.29%
Maths	-16.82%
Science Double award	-13.94%
Humanities	-19.42%
Languages	-27.6%

The school follows a three year KS4 so the impact of COVID 19 and the subsequent school closures (during their year 9) and students having to isolate. However, Thomas Aveling School continued to ensure all students received just as high quality of education when working at home as they would have when the children returned to school. Assessment procedures were implemented to identify the gaps in learning and interventions were immediate

We base a lot of this success on our hardworking staff (both teaching and support staff) who ensured students had a successful transition back in to school, a tailored and sophisticated programme of academic and welfare interventions were introduced for all students. During the pandemic the high-quality interventions aimed at our PP students have continued using the various Academic, Welfare and Behaviour interventions we put in place using Pupil Premium funding.

Despite the fact the school was officially closed, the school did in fact remain open throughout the lockdown period for key worker and vulnerable children. A rota was implemented enabling teachers and support staff to supervise and support the children with their work daily. All students in attendance received a free lunch and our PP students remained a priority for all staff in line with the FIRST principle.

All students working from home were registered and those failing to engage were supported by form tutors, class teachers, members of pastoral team and the Children's Team. Monitoring pupil progress at Ks3 - Ks5 was challenging as our data collection processes were not adequate when students were working from home. We asked our teachers to complete a Home Learning Tracker every four weeks so we could track student engagement with home learning. Based on work sent via Teams every student at Thomas Aveling school was RAG'd by their class teacher in every subject and a teacher comment about intervention put in place by the teacher.

Those students struggling to access the Teams platform due to IT issues were provided with laptops, IT support or work in paper format. This academic year was much more normal than last year, and we are therefore able to provide evidence of impact achieved through our academic interventions.

Year 7 - KS3 Progress

PP	95	% Below	9	11	10
		% Expected	52	54	56
		% Good	30	28	25
		% Above	9	7	8
NON PP	127	% Below	5	8	8
		% Expected	48	53	54
		% Good	36	31	27
		% Above	10	8	10

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expected progress 4%, this has reduced from the previous year. Students making below expected progress is +2% for disadvantaged students compared to previous years though. Data from these assessments' grades inform the provision of targeted support

Year 8- KS3 Progress

Updated on 14/07/2022			Ass 3	Ass 2	Ass 1	Ass 3	Ass 2	Ass 1
			Jul '22	Mar '22	Dec '21	Jul '21	Mar '21	Dec '19
PP	79	% Below	9	10	10	14	14	13
		% Expected	53	56	54	52	56	55
		% Good	31	26	26	28	24	26
		% Above	7	8	10	5	6	7

Updated on 14/07/2022			Ass 3	Ass 2	Ass 1	Ass 3	Ass 2	Ass 1
			Jul '22	Mar '22	Dec '21	Jul '21	Mar '21	Dec '19
NON PP	149	% Below	4	6	6	8	7	7
		% Expected	48	48	51	47	51	55
		% Good	37	35	32	35	33	28
		% Above	11	10	11	10	9	9

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expectations expected progress -10% which reduced slightly during the year. Students making below expected progress is -5% for disadvantaged students. Data from these assessments grades inform the provision of targeted academic support.

Year 10

The progress 8 score for year 10 at the end of 2021-2022 academic year was +0.23. . The P8 for PP students July 2022 was -0.27 but this has improved throughout the year following targeted interventions. The gap between PP and Non-PP has reduced throughout Y10.

Historically our P8 estimates in yr. 10 are significantly below outcomes in year 11 as staff are reluctant to predict higher grades at this stage so despite the gap, which is a key focus, we are pleased with these early projections with this cohort.

Year 9

Average Attitude to Learning Grades (ATL) for our PP students have improved from 2020/21 (2.08) to 2.03 2021/22.

Progress 8 scores are calculated from current working levels rather than estimates so are not reliable to make decisions on interventions.

Targeted Academic Intervention

Peer Tutoring

How does this Peer Tutoring work?

- Peer Tutoring is provided for Yr. 7 and 8 Pupil Premium (PP) students who were identified as underperforming (**BE-LOW**) in English and Maths, Science, History and Geography. Over 30 High achieving 6th form students were selected and paid using PP funding to tutor the students after school.
- PP students were identified & selected for Peer Tutoring, following a data drop, by Subject Leaders.

- Resources were provided by the Class Teachers and PP students were individually matched with 6th form Peer Tutors who had strengths in the identified subject area.
- Peer Tutors met with students on a weekly basis (afterschool), to tutor students addressing the knowledge gap identified by the class teacher.
- Peer Tutors completed an academic progress report which was fed back to the PP Interventions Coordinator and class teacher on a weekly basis.
- The PP interventions officer was in regular correspondence with parents/carers at the beginning and end of throughout the Peer Tutoring sessions and feedback has been very positive. The PP interventions officer sent regular emails messages to Peer Tutors and Tutees.

Outcomes from the last cohort

INTERVENTION SUBJECT	YEAR 7	YEAR 8
MATHS	100% making inline progress	90% making inline progress
ENGLISH	100% of all students that are now In Line and above for reading	100% of all students that are now In Line and above for reading
SCIENCE	100% of all students making good or exceptional progress	88% making Inline and above progress

- 100% In Line +. 29% making good progress for year 7 maths interventions
- 90% of Y8 In Line or better for year 8 maths interventions

Reading Interventions and accelerated reader

One of the key SIP priorities continues to be improving Reading Age and Speed of our students in 2021/2022. The actions to achieve this were as follows.

- A Reading Co-ordinator role was established with clear targets
- A full cycle of Lexplore completed
- Reading age and speed assessment outcomes to be shared with all staff.
- Embedded into SIMS on registers.
- Staff training to be provided on how to support students with lower-than-average reading ages / speed.
- Each department has a reading lead to address subject specific reading/literacy challenges, whole school staff CPD.
- Monitoring that staff are working to improve reading in lessons (observations) and following literacy marking expectations
- Vocabulary displays, challenging students to read out aloud, testing spellings.
- Advice to be provided to parents of students with lower-than-average reading age and speed
- Year 7 parents' welcome evening, reading guide flyers disseminated and useful websites shared; identify new year 7s with low reading age and have Masterclass for parents to support students at home.
- Improve image of reading across school through publicity and rewards
- Student Voice groups to be set up to provide input.
- Utilise peer mentors to support with reading age / speed
- 6th Form Reading ambassadors involved in form time interventions.
- Full trust training day on improving literacy

Reading Age and Speed:

- At the end of 2021/22 66% of year 7s were at reading benchmarks or above
- For year 8s 66% were reading benchmarks or above

Wider Strategies

Welfare Interventions

Whilst the confidential nature of the intense pastoral support that is undertaken at Thomas Aveling will not be disclosed, a number of staff are tasked with aiding improvement in attendance and behaviour and achievement data including:

- AHT Designated Safeguarding Lead
- Attendance Officer
- Home School Support Worker (HSSW)
- Directors of Learning
- Assistant Directors of Learning
- PP Intervention Officer

Although many of the roles above will be common, there is some worth in outlining the key roles of 2 of these staff:

Home School Support Worker (HSSW)

Our home school Support Worker supports the aims and objectives of the school and the engagement, learning and achievement of children and young people by working with students, and with parents, individually, in groups, as a community or a sub community. Strategic priorities are usually assessed at locality or school level and, as a result, a wide variety of local needs may affect the responsibilities of the HSSW. The range of issues addressed through home school support work may span:

- The common barriers to student learning and achievement, including, for example, attendance, punctuality, poor behaviour and school induction and transition.
- Parenting skills and understanding, and parent and family education.
- Parent and community engagement.
- Outreach with hard-to-reach groups or for particular specialist groups.
- Parental advice, information and representation.

Pupil Premium Interventions Officer

Thomas Aveling appointed an Intervention officer to support the school's priority to reduce the amount of PP students with low attendance / persistent absence / high levels of inclusion / exclusion.

Role of Intervention Officer;

- Daily focus on the monitoring of the Pupil Premium Cohort attendance with a particular focus on those persistent absentees. First day courtesy calls home and or home visit by HSSW arranged. Daily liaison with House teams for attendance purposes by PP Intervention Officer.
- Close monitoring of logs for PP students with a focus on those that are on the closer radar of the PP Intervention Officer.
- Proactive management of the Peer Tutoring Scheme with PP Intervention Officer acting as the first point of contact for all 6th Form Tutors and the Pupil Premium KS3 students (and their families) for those identified as underperforming by Subject Leaders.
- Weekly monitoring of Positive logs with individualised messages of recognition handwritten on post-it notes and delivered by PP Intervention Officer to a varying selection of Pupil Premium students each Friday.
- Open access for PP students to equipment/water/sanitary products and supplies/loan of shoes & uniform/healthy snacks/fruit and cups of tea at break time in the Pupil Premium Office.
- Regular audits of Free School Meal uptake with follow up for all those not taking their meals regularly to identify & remove any barriers and increase take up of FSM entitlement
- Timely support for the Pupil Premium students and their families to book parents' evening appointments with the aim to ensure attendance is achieved. Interventions individualised to support families as necessary.
- In liaison with House teams, PP Intervention Officer ensures that those students requiring support with provision of revision guides and resources are supported financially to do so. Individual support offered once it has been identified by the Children's' Team.
- Working with the Brilliant Club lead to ensure Pupil Premium students receive support during the programme.

- Daily visits to the inclusion zone at the start of the day to check students have water, had breakfast and if not, breakfast and food provided with encouragement to access breakfast club.

Behaviour & Attendance

The targeted use of Pupil Premium funding to subsidise lead teachers has had a beneficial impact upon the reinforcement of high behavioural expectations throughout the school as well as positively impacting upon the teaching and learning within departments.

Analysis of behaviour points shows that those PP students receive a slightly disproportionate number of logs compared to non-PP, but that they also receive a disproportionate number of positive logs as well.

The school maintains the target of 96% attendance on a whole school basis. As indicated in each year group the gap between PP and Non-PP students in yr. 7, 8, 9, 10, 11 and 12 has widened from 2017-18 to 2021-222 which is priority for the school.

Comparative attendance figures for 2021-2022 between PP and Non-PP students was as follows:

Year group	7	8	9	10	11
% Present + AEA (PP Students)	92.61%	91.06%	89.65%	88.93%	91.52%
% Present + AEA (Non PP Students)	94.68%	94.4%	93.75%	93.2%	95.37%
Attendance GAP	2.07%	3.34%	4.1%	4.27%	3.85%

□

Inclusions and Exclusions

Due to previous years with lockdown the exclusion figures in 2021/2022 have increased from 56 fix term exclusions to 90. With 73% of exclusions being disadvantaged students, we are working hard to reduce these outcomes. The school are leading a partnership with the local authority for a more trauma responsive approach across Medway. We are aiming towards being recognised with a National Nurturing Schools award.

Cohort	Total Exclusions			No of students Male/Female			Number who are PP/SEN			Number who are not PP/SEN			Total number of days excluded (days lost)		
	21/22	20/21	19/20	21/22	20/21	19/20	21/22	20/21	19/20	21/22	20/21	19/20	21/22	20/21	19/20
7	28	2	5	15/13	2/0	4/1	21	2	5	7	0	0	121	6	20
8	8	17	7	2/6	7/10	4/3	8	11	6	0	6	1	39	65	54
9	24*	7	12*	5/19	4/3	12/0	14	7	9	10	0	3	124	40.5	67
10	22	19	25	14/18	15/4	16/9	16	16	14	6	3	11	92.5	94	149
11	8	8*	7	7/1	5/3	5/2	7	6	5	1	2	2	44	54	66
6 th form	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	90	53	56	43/47	33/20	41/15	66	42	39	24	11	17	420.5	259.5	356

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