

# TADCASTER GRAMMAR SCHOOL



## Pupil Premium & Recovery Premium Statement

Staff Responsible	Snr Assistant Headteacher (ASY)
Adopted by the TGS Governing Body	November 2023
Next Review Date	November 2024

# Tadcaster Grammar School - Pupil Premium and Recovery Premium Strategy Statement - November 2023

This statement details our use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year, to support the progress 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 and our recovery funding had within our school.

## School overview

Detail	Data
School name	Tadcaster Grammar School
Number of pupils in school	1546 (with sixth form) 1303 (without sixth form)
Proportion (%) of pupil premium eligible pupils	10.1% (including sixth form total) 12.0% (without sixth form; PP stops in Year 11)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Annually
Statement authorised by	Mr A Parkinson (Headteacher)
Pupil premium lead	Mr A Sykes (Assistant Headteacher)

Governor / Trustee lead	Mr D Gluck Mr N Styles
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£174,114</b>
Recovery premium funding allocation this academic year	<b>£39,606 (Based on 143.5 students x £276)</b>
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	<b>£213,720</b>

## Part A: Pupil premium strategy plan: Statement of intent

At the heart of the Tadcaster Grammar School 'Vision and Values' statement is our commitment to ensure the 'best support for each student', offering them the 'optimum curriculum experience' and ensuring 'the highest expectations, with no limitations'.

**Our vision** and moral purpose is that our students thrive, achieve their best, develop resilience, champion themselves and each other, whilst seeing learning as an exciting journey that helps them realise their life chances.

**Our commitment** to our school community is to provide a safe place to be; a sense of belonging, where staff are champions of the students and have the highest expectations of them; where teaching and learning is of the highest standard and tailored to individual needs, alongside mutual respect, support and care.

**Our responsibility** - We recognise the transformative power that education can have and our inclusive ethos and approach offers pathways to success.

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. In addition, 'Pupil Premium Plus' for looked after and previously looked after children, acknowledges the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.

The Pupil Premium Funding at TGS is used to:

- diminish the difference between disadvantaged students and their peers;
- address any underlying inequalities between children eligible for Pupil Premium and their peers;
- support students who need the funding most in order to make a significant impact on their education and lives;
- provide additional educational support to improve the progress and to raise the standards of achievement for disadvantaged students;

## Principles underpinning PP Funding expenditure:

High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment. TGS has a strong commitment to the continuous professional development for all staff, with a real focus on staff training centred around evidence-based 'best practice' in the classroom for teachers and teaching assistants.

This evidence-based approach extends to identifying the most effective interventions and examples of successful whole school strategy. TGS has a designated senior leader, with strategic responsibility for vulnerable learners. A full-time Pupil Premium Manager also acts as a key advocate for our students eligible for Pupil Premium.

Ensuring all students are 'known, included and heard' is at the heart of Tadcaster Grammar School's ethos. Tutors and subject teachers know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress. Improving the life chances of students who are eligible for pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on improving outcomes for disadvantaged students.

TGS does not confuse eligibility with low ability and focuses on supporting all students to achieve the very best outcomes, whatever their starting point.

Senior leaders prioritise the needs of this cohort (teaching and learning, attendance, attitude to learning, additional needs and interventions, access to the curriculum and extra curriculum) through school systems: Teacher and Learning Communities and staff training; Attendance reviews and support; regular reviews, student profiles; regular scrutiny and quality enhancement). In addition, termly meetings with school governors are also held, who challenge the way the money is being spent and be part of strategy decisions.

Progress review data is provided after every reporting cycle (3 times per year) at KS4 and internally within faculties at KS3 for staff to highlight students in their classes who may be experiencing challenge. An ongoing 'assess, plan, do and review' of the needs and outcomes of students is recognised as essential quality-first teaching. Attitudinal data are provided too as we recognise the strong correlation between attitude to learning and outcomes.

Excellent teaching is paramount but there is, at times, a need for focused intervention outside of the mainstream classroom. Maths and English teachers and tutors who have excellent track records are allocated to teach specific groups. Many departments have set up peer-mentoring and teacher support programmes.

The EEF (Education Endowment Foundation) notes that parental engagement is effective in improving performance. The school's Pupil Premium Manager works very closely with parents so that they too feel known, included and heard. Support is offered to all families and targeted where there may be external barriers to their child's learning.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy (especially reading ability) and Numeracy levels
2	Well-being, mental health and safeguarding concerns
3	Engagement and Regulation – ready to learn and executive function concerns
4	Attendance and Levels of Persistent Absence
5	Inclusion and Access - to technology, educational materials and co and extracurricular opportunities.
6	In year transfers, especially during KS4

## Intended outcomes

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
1	To improve literacy and numeracy outcomes for students eligible for PP in every year group.	Reduce the reading gap differential in Year 7 – 9. Students to achieve their target grade in English and Maths at the end of KS3 and end of KS4, accessing targeted support when not on track to achieve this.
2	To prioritise student well-being through our co-curriculum, pastoral support and external agency offer.	Students who have social, emotional and mental health needs receive targeted support to reduce and remove this significant barrier to learning.
3	To improve students' attitude to learning in line with non-eligible peers.	Students eligible for Pupil Premium on average have 'good' attitudes to learning. Students eligible for PP are not disproportionately 'exited' from lessons, in isolation for excluded from school.
4	To remove the attendance gap between PP and non PP students.	School attendance figure is above national average for all students (both PP and non PP) Persistent absenteeism lower than 10%
5	To ensure all students have access to technology, resources and curriculum opportunities.	All students in Year 7 – 11 to have use of a personal chromebook. All students to be fully equipped so 'ready to learn'. No student to be denied access to an educational visit. School to contribute towards extra curriculum and co-curriculum opportunities.
6	To offer a child focused and centred programme for all students, especially those with significant gaps in education.	Students arriving on in year transfers, especially at KS4, to make notable progress within subject areas from starting point to end point, with focus on the core subjects.

## Activity in the forthcoming academic year (2023-24)

This statement 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality Teaching</b></p> <ul style="list-style-type: none"> <li>• <a href="#">TGS School Improvement Plan</a> has high quality teaching and learning at its forefront, with a particular emphasis on improving the learning experience for vulnerable students.</li> <li>• Research/evidence/cognitive science informed approach to TLCs (supported by CPD)</li> <li>• Knowledge-rich curriculum</li> <li>• Reading Programme/DEAR/DEET</li> <li>• Introduction of a new Assessment and Feedback policy</li> <li>• Whole school focus on oracy/disciplinary literacy</li> </ul> <p>* TLCs: Supporting Vulnerable Learners; Disciplinary Literacy; Retrieval Practice and Teach Like a Champion</p> <ul style="list-style-type: none"> <li>• Regular Curriculum Development Time Meetings</li> <li>• Quality Enhancement that actively supports curriculum development including bi-annual subject reviews</li> <li>• Support for Early Careers Teachers</li> <li>• Google Classroom used as a continued platform for learning</li> <li>• Continue reflective process 'Know your Students Well' for teachers within assessment and review processes to focus on needs of vulnerable learners.</li> </ul>	<p><b>High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment (DfE)</b></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="#">Principles of Instruction</a></p> <p><a href="#">Feedback   EEF</a></p> <p><a href="#">THE EEF GUIDE TO THE PUPIL PREMIUM</a></p>	<p>1,3</p>



* Enhanced QE system for reviewing teaching and learning of vulnerable learners.		
GL Reading Assessment and Reading Programme	<a href="#">Improving Literacy in Secondary Schools   EEF</a>	1,2,3,6
Additional English teacher to reduce class sizes and offer low attaining students access to entry level and functional skills route prior to GCSE	When a change in teaching approach that can be offered through this bespoke and appropriate provision does accompany a class size reduction (nurture groups[ are approx 6 students) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. <a href="#">Reducing class size   EEF</a>  <a href="#">Small group tuition   EEF</a>	1, 3, 6
Additional Maths teacher to reduce class sizes and offer low attaining students access to an entry level and functional skill route prior to GCSE		1, 3, 6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced diagnosis of pupils' needs through regular meetings with Year Leaders, Pastoral Leaders and Individual Students	<a href="#">EEF Guide to Pupil Premium</a> This is step one in the guide. With relatively small numbers of Pupil Premium students we will aim to assess the bespoke individual needs of all Pupil Premium Students.	1-6
Maths Tuition: Small groups and 1:1	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 3, 6
English Tuition: Small groups and 1:1	Programmes involving academic mentors can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers so TGS continue to utilise qualified teachers.	1, 3, 6
40% towards 'school led tutoring' programme	<a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	
Use of Teaching Assistants	<a href="#">Making Best Use of Teaching Assistants   EEF</a>	1,2, 3, 6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced diagnosis of pupils' needs through regular meetings with Year Leaders, Pastoral Leaders and Individual Students	<a href="#">EEF Guide to Pupil Premium</a> This is step one in the guide. With relatively small numbers of Pupil Premium students we will aim to assess the bespoke individual needs of all Pupil Premium Students.	1-6
Pastoral Support and Mentoring	<a href="#">Mentoring   EEF</a>	2-6
Attendance Support - appointment of a new Family Liaison Officer who will have attendance of Pupil Premium students as one of the specific remits	<a href="#">Parental engagement   EEF</a> <a href="#">Research into how attendance can impact attainment</a> <a href="#">Social and emotional learning   EEF</a>	4
Educational Psychologist		1-4
Resources (Visits, Arts/ Sports participation, books, equipment, admin) Enrichment Opportunities (Duke of Edinburgh, Work experience and enrichment activities, where applicable visits)	EEF - Arts Participation, Physical Education Opportunities, Aspirational activities all hugely valuable to a child's personal development. Equal opportunity. <a href="#">Arts participation   EEF</a>	5,6
Assistive Technology	<a href="#">New EEF guidance report published: 'Using Digital Technology to...   EEF</a>	5

Careers Support (Interviews, college/university trips etc)	<a href="#">Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance</a>	2, 3, 5, 6
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**Total budgeted cost: £200,000 (£13,720 contingency)**

## Part B: Review of outcomes in the previous academic year/s

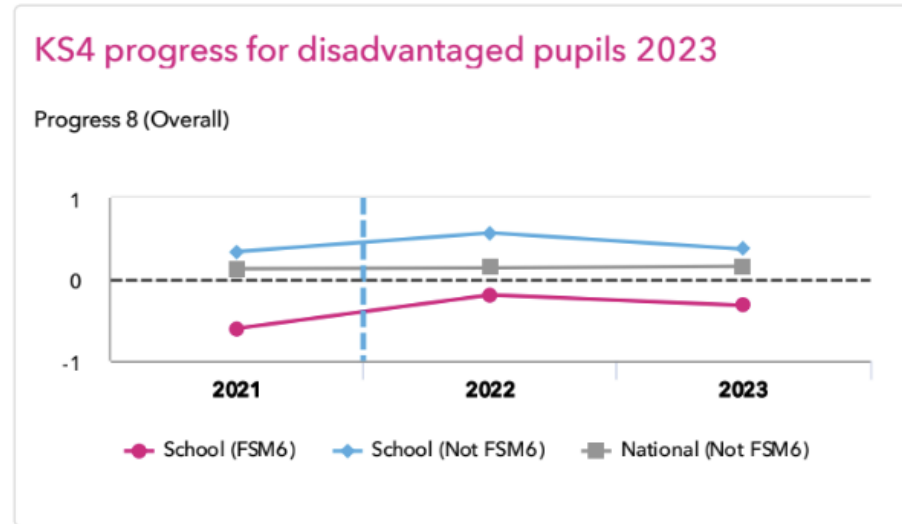
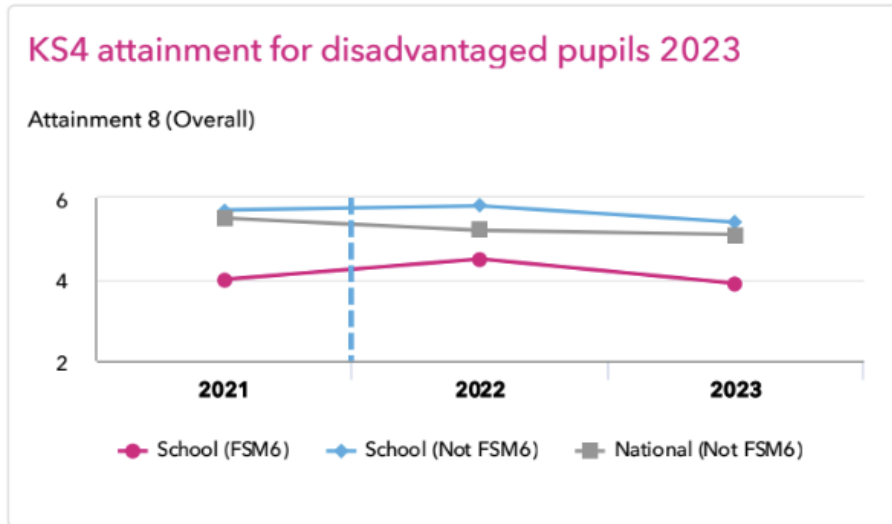
### Key Stage 4 Progress 8 Outcomes - All Students vs Disadvantaged Students

TGS 2018			TGS 2019			2020/ 2021	TGS 2022			TGS 2023		
P8 All students		P8 Disadvantaged	P8 All students		P8 Disadvantaged	CAGs	P8 All students		P8 Disadvantaged	P8 All students		P8 Disadvantaged
<b>+0.08</b>	UCL	+0.12	<b>+0.31</b>	UCL	+0.10	n/a	<b>+0.50</b>	UCL	+0.33	<b>+0.33</b>	UCL	+0.32
	<b>-0.32</b>			<b>-0.44</b>				<b>-0.20</b>			<b>-0.30</b>	
	LCL	-0.98		LCL	-0.97			LCL	-0.74		LCL	-0.92
Disadvantaged Gap			Disadvantaged Gap				Disadvantaged Gap			Disadvantaged Gap		
<b>-0.40</b>			<b>-0.75</b>				<b>-0.70</b>			<b>-0.63</b>		

UCL/LCL – 95% Upper and Lower Confidence levels

## Closing the gap

# Disadvantaged pupils



One measure of success/failure with regard to Disadvantaged students is referred to as closing the gap. This looks at the difference between the score for All students against the score for Disadvantaged students.


A flawed measure? 2018 shows the smallest gap between All students and Disadvantaged students, but some of this is down to the fact that the Progress 8 score for all students is lower (+0.08). In 2022 and 2023, the disadvantaged gap is larger than in 2018, yet disadvantaged students have made greater levels of progress in these two years (-0.20 and -0.30) than they did in 2018 (-0.32).

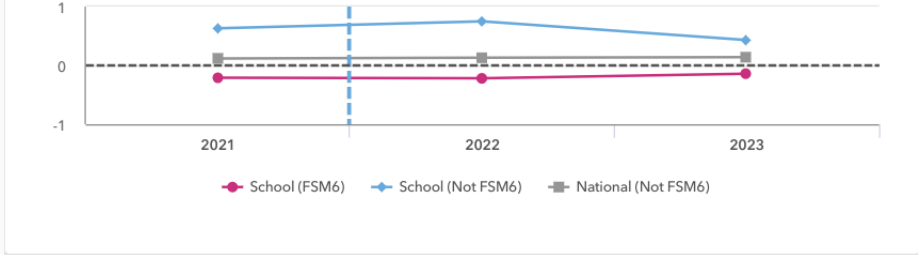
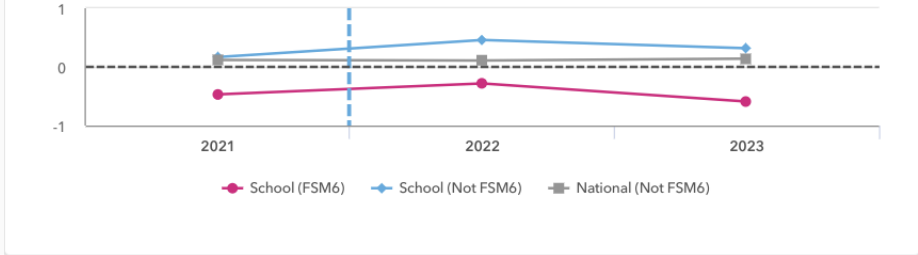
### Progress 8 – Aiming for a positive score for Disadvantaged students

If our Disadvantaged students achieve a positive Progress 8 score, this will demonstrate that they are making better Progress than All Students nationally. The confidence intervals in 2017 (-0.86 to -0.1) showed that Disadvantaged students were almost certainly achieving worse than All Students nationally. In all years since 2017, the confidence interval for Disadvantaged students stretches above zero, indicating that there is not substantive evidence that Disadvantaged students at TGS are making less progress than all students nationally.

## Pupil premium strategy outcomes (2022/23)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
Teacher Learning Community and Curriculum Development Time	Focus on teaching and learning through designated teacher learner community sessions and curriculum development time	Staff Training - All school students	2022-23	£8,000	Focus on: metacognition; literacy; ensuring students can process, remember and retrieve what has been taught; modelling and scaffolding; guided practice to independent practice; formative assessment; Rosenshine's Principles of Instruction; curriculum development and structure.  See TLC Classroom and departmental plans.
Literacy Training and Staff Development	Literacy Co-ordinator time to develop projects and the delivery of literacy across the curriculum. <a href="#">Improving Literacy in Secondary Schools</a>	Staff Training - All school students	2022-23	£6569	This remains a priority for TGS.   Literacy Action Plan 2022/23

<p>Additional Maths Class per year group offering bespoke pathway.</p>	<p>Improved rates of progression in Maths of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs</p>	<p><b>Small group</b> classes - additional 6 groups timetabled and taught by a teacher. Max capacity 6.</p> <p>As a consequence, reducing class numbers in all Maths sets and offering more streamlined sets.</p>	<p>£34,324</p>	<p>KS4 progress for disadvantaged pupils 2023</p> <p>Progress 8 (Maths) <input type="checkbox"/></p>  <table border="1"> <caption>KS4 Progress 8 (Maths) Data</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>-0.2</td> <td>0.8</td> <td>0.2</td> </tr> <tr> <td>2022</td> <td>-0.2</td> <td>0.9</td> <td>0.2</td> </tr> <tr> <td>2023</td> <td>-0.1</td> <td>0.6</td> <td>0.2</td> </tr> </tbody> </table> <p>Gap closing for disadvantaged students in Maths</p>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2021	-0.2	0.8	0.2	2022	-0.2	0.9	0.2	2023	-0.1	0.6	0.2
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)																	
2021	-0.2	0.8	0.2																	
2022	-0.2	0.9	0.2																	
2023	-0.1	0.6	0.2																	
<p>Additional English Classes per year group offering bespoke pathways.</p>	<p>Improved rates of progression in English of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs.</p>		<p>£28,392</p>	<p>KS4 progress for disadvantaged pupils 2023</p> <p>Progress 8 (English) <input type="checkbox"/></p>  <table border="1"> <caption>KS4 Progress 8 (English) Data</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>-0.4</td> <td>0.2</td> <td>0.2</td> </tr> <tr> <td>2022</td> <td>-0.2</td> <td>0.5</td> <td>0.2</td> </tr> <tr> <td>2023</td> <td>-0.5</td> <td>0.3</td> <td>0.2</td> </tr> </tbody> </table> <p>Gap widening for disadvantaged students in English. Steps put in place to address this decline.</p>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2021	-0.4	0.2	0.2	2022	-0.2	0.5	0.2	2023	-0.5	0.3	0.2
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)																	
2021	-0.4	0.2	0.2																	
2022	-0.2	0.5	0.2																	
2023	-0.5	0.3	0.2																	



KS3 French Mentoring scheme	As part of a targeted developmental plan to focus support on vulnerable learners in order to support gaps in learning, remove barriers to learning and therefore develop a sense of mastery for specific vulnerable learners.	Targeted Year 7 and 8 vulnerable learners.	Jan 2023 to July 2023.	Use of PP Manager for form cover.	25 PP mentees 25 Y9 mentors ( 1 PP) 15 sessions (8.30-9.00)  Such was the success that the programme is continuing 2023-24.
Use of Teaching Assistants	<a href="#">Making Best Use of Teaching Assistants   EEF</a>	All vulnerable learners	2022-23	£20,000	QE of teaching assistant, including observations, student voice, parental voice and teacher/TA voice continue to celebrate the tangible difference TAs make to vulnerable learners, including supporting ACDC revision sessions, supporting in lesson, mentoring and home-school liaison.
Careers Education, Advice and Support	<b>Careers Guidance</b> - individual interviews (30 mins in both Year 9 and 10) and at least an hour in Year 11.	All vulnerable learners	2022-23	£2,000	All Year 9 students eligible for PP were supported by receiving Options advice.  All Year 11 students accessed an appropriate post 16 pathway.  Awaiting confirmed NEET data.

<p>EP led 'Circle of Adults' Intervention</p>	<p><a href="#">Circle of Adults for Problems</a></p>	<p>6</p>	<p>2022-23</p>	<p>£9,990</p>	<p>Testimonials from both foster carers and adoptive parents who attended has been outstanding. Teachers spoke about how it reframed the needs of the child - their early trauma and its impact is now better understood by staff.</p> <p>All students whose teachers have undertaken the Circle of Adults training have had a much improved record of success (fewer behavioural incidents and improved grades) (see individual case studies)</p>																																
<p>Attendance Support</p>	<p>Pastoral Support - designation of Attendance Officer to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance. First day response. Home visits.</p> <p>EP Training to support pastoral team on anxiety based school avoidance</p>	<p>All vulnerable learners</p>	<p>2022-23</p>	<p>Subsumed costs</p>	<p>Attendance figures 2022/23</p> <table border="1" data-bbox="1193 632 1832 970"> <thead> <tr> <th colspan="2">FSM6</th> <th colspan="2">All</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>138</td> <td>School</td> <td>88.6%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>85.3%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>+3.3% ●</td> </tr> <tr> <th colspan="2">Not FSM6</th> <th colspan="2">All</th> </tr> <tr> <td>Not FSM6</td> <td>1,154</td> <td>School</td> <td>93.9%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>92.6%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>+1.3% ●</td> </tr> </tbody> </table> <p>Although there is a gap between the attendance of students eligible for FSM and those not eligible, the gap is smaller than the national gap. Ofsted (Oct 2022) recognised the hard work that was continuing to improve this, including our bespoke provisions both in and out of school and our work.</p> <p><u>Anxiety Based School Avoidance Training and Materials</u> Case studies on impact of EP support for anxiety based school avoiders</p>	FSM6		All		FSM6	138	School	88.6%			FFT National	85.3%			Difference	+3.3% ●	Not FSM6		All		Not FSM6	1,154	School	93.9%			FFT National	92.6%			Difference	+1.3% ●
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Developing therapeutic provision – Just B counselling/ Therapy	PP students (12 out of 28) attended Just B sessions last year. (43% of all students seen despite making up only 12% of the school cohort)		2022-23	Subsumed costs	All engaged/continue to engage well and cases were closed or sign-posted to another outside agency.
Day to day pastoral support/ mentoring/PEP meetings	PP Manager as ‘go to’ person and Lead Professional for students eligible for PP.	156	2022-23	£39,824	Our PP Manager is instrumental in supporting students and their families. Feedback from our 4 Local Authorities for students who are Looked After, parents/carers, staff and the students themselves is exceptional. Case Studies also evidence the impact and difference our PP Manager has on an individual's progress and outcomes.
Assistive Technology/ Internet at home	Improved access to school resources – Google Classrooms, Sparx Maths, the internet etc for students who have no or limited access to assistive technology/internet at home		2022-23	£5,000	Annually, PP funding pays for loaned chromebooks for student in year groups in receipt of the Chromebook Purchase Programme. Students eligible for PP who don’t buy in to the scheme get their own chromebook for the duration of their school life, with school subsidising for wear and tear. Devices which have been subsidised or loaned by PP funding are indistinguishable from those of their peers, and they are given the same access rights and privileges.

Resources/ Enrichment	Resources Extra Curricular Visits (including all SMSC linked visits) Music bursaries/singing lessons Equipment	All vulnerable learners	2022-23	£8,130	No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc. Funding to continue to be available for this vital access to opportunities and equipment. Responses from some parents of students who are PP+ is that they are happy to buy resources and wish for all PP money to be spent on therapeutic support.
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Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
GL Reading test	Identification of pupils who would benefit most from additional catch up support	Year 7	Oct 2022	£2036	<p>Assessment of Year 7 Readers (Oct 2022) shows a reading gap between PP and non- PP and the need to target reading as a part of the PP strategy.</p> <p>Identification of students' reading ages and specific reading needs then lead to intervention.</p> <p>Staff awareness of reading ages (through Classcharts) enables staff to adapt teaching to provide for the needs of each individual.</p>
Reading Leaders	Reading intervention for students who would most benefit from additional catch up support.	KS3	2022-23	Subsumed costs	<p>In Autumn 2022 Year 7 students' reading ages and specific reading needs were identified through the GL assessment and English assessments. 10 week reading programme with a Teaching Assistant, with students with the poorest reading ages receiving 5 x 20 minutes of reading per week and those just below average receiving 3 x 20 min per week.</p> <p>In June 2022, 8 students were then offered additional support from Year 11 tutors (following stand-down) from June for 7 weeks - until the end of the academic year.</p> <p>TGS has continued to utilise both Year 12 Reading Leaders and TAs and has broadened its reading intervention to include all students between Year 7 and 9 with a below average reading age to receive support during the academic year.</p> <p>For our Year 12s, it enables them to understand reading skills and strategies, mentoring effectively, planning sessions and experiencing reflective practice. All Leaders complete Induction Training delivered by Mrs Valerie Brett, our school Librarian, who runs the programme.</p>

Maths Tuition – ESU	Students working below age-expected level in Maths receive a bespoke tuition from a specialist Maths teacher twice a week in mostly groups of 3.	All	2022-23	17 hours a week £20,471	Individual reports highlight significant progression in targeted areas <a href="#">ESU Maths intervention 2022-23</a>  At Key Stage 4, 3 highly vulnerable students were supported to complete their Entry level exams, to supplement GCSE Maths.
English Tuition – LBR	<ul style="list-style-type: none"> <li>- Literacy work with small groups (reading and writing interventions)</li> <li>- 1:1 tuition</li> <li>- Revision lessons</li> <li>- Functional Skills English</li> <li>-Entry level English</li> </ul>	KS3 + KS4	2022-23	£18,148	Individual reports highlight significant progression in targeted areas. At Key Stage 4, 21 highly vulnerable students were supported to complete their Functional Skills/Entry level exams.
Subject Specific resources	Propose that some of the funding is made available for subject specific resources, particularly those which will help with enhanced remote learning and independent study.			£4000 (+ Sparx Maths £1,440)	Departments to determine as part of their bid for a tried and tested resource.  Sparx Maths embedded within the Maths curriculum.

## Externally provided programmes

Programme	Provider
1st Class at Number	Edge Hill University
Success at Arithmetic	Edge Hill University
Sparx Maths	Sparx Maths
Century Learning	Century Learning
New Group Reading Test	GL Assessments

## Funding overview (2022-23)

Detail	Amount
Pupil premium funding allocation this academic year	<b>£174,114</b>
Recovery premium funding allocation this academic year	<b>£39,606 (Based on 143.5 students x £276)</b>
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	<b>£213,720</b>

Detail	Amount
Pupil premium spending (as detailed in Pupil Premium Strategy Outcomes 2022/23)	<b>£208,324</b>

