Pupil Premium Plan Statement for 2024 – 2025
(including Impact review of 2023 – 2024)

This document details our planned used of learner premium (PPG) and recovery premium for the 2023 - 2024 academic year. This is funding to help improve the attainment of disadvantaged learners. It outlines our approach to learner premium, how we intend to spend the funding during the academic year and review the effect that last year's spending of PPG had within our school.

School Overview

Details	Data
School Name	Three Towers
No. of learners in school	193 planned places Autumn census – 124 (2023 - 111)
Proportion (%) of learner premium eligible learners	Autumn census – 76.8% (2023 - 61%)
Academic year/years that our current learner premium plan covers	2024 - 2025
Date this statement was published	December 2024
Date(s) on which it will be reviewed	Annually – next due September 2025
Statement authorised by	Headteacher
Learner Premium lead	C Arstall
Governor/Trustee lead	C Abbott

Funding Overview *(This will vary as the cohort changes over the course of the academic year. This figures are correct at time this plan is published)*

Details	Amount
Learner Premium funding allocation this academic year	£101,445
Learner Premium funding carried forward from previous years	£0
Total budget for this academic year	**£101,445**

Part A

Statement of Intent

We will ensure that Learner Premium is used to:
- to provide opportunities to improve progress and raise the attainment of learners;
- to narrow, and wherever possible close the gap between the achievements of learners and their peers;
- to address any underlying inequalities between learners eligible for learner premium and others.

We will ensure that all staff:
- accept responsibility for the academic, social, emotional and pastoral development and progress of our all learners, including those recognised as disadvantaged;
- value and respect each learner as an individual and are all committed to meeting their individual needs to ensure that they make progress in order to maximise their potential, irrespective of disadvantage.

We understand that there are many reasons why learners may under-perform, and these are often complex and difficult to identify. Our focus is to identify the reasons quickly and plan how best to address them within school and involving external partner agencies whenever necessary.

We have a higher-than-average percentage of learners who have a designated social worker supported through an early help (EH) plan, a child-in-need (CIN) plan or a child protection (CP) Plan and who are Looked After Children (CLA).

The main barriers to achievement for learners referred to Three Towers include:
- social and emotional needs (often complex) including difficulty regulating emotions and behaviours;
- mental health needs – unidentified, as well as diagnosed;
- low self-esteem and little self-confidence causing lack of aspiration;
- poor and/or disrupted experience of mainstream education including poor attendance;
- low levels of literacy and numeracy on entry;
- reading ages well below chronological age;
- unidentified learning needs including special educational needs;
- lack of positive adult role-models including lack of guidance, boundaries and supervision;
- adverse Childhood Experiences;

- ➢ risk of and exposure to child exploitation – criminal and sexual exploitation;
- ➢ criminal offending including illegal recreational drug and alcohol misuse;
- ➢ diagnosed medical needs.

The above barriers to achievement will have been exacerbated due to the COVID19 pandemic. The full extent of which is still unknown as its impact continues to be ongoing.

As an AP academy we realise that we must balance the differing needs of existing learners who had access to education throughout the lockdowns and recently/newly referred learners who have experienced considerable disruption to their education as a result of the pandemic.

So far, assessments and observations of recently/newly referred learners plus discussions with their families and external agencies support the view that their education and wellbeing has been negatively affected by the closure of mainstream schools and lack of access to services. This has resulted not only in gaps in learning but significant disaffection and reduced resilience when schools have reopened impacting on attendance and behaviours in schools generally. There has been in an increase in the numbers of recently/newly referred learners presenting with complex needs who have had little, if any, early intervention before referral.

The planned spending of learner premium is rooted in research plus our normal offer of targeted personalised learning provision designed to meet the needs of the individual. This is with the aim of:
- ➢ closing academic gaps;
- ➢ offering targeted literacy and numeracy intervention;
- ➢ offering therapeutic intervention;
- ➢ support the development of personal skills and building resilience;
- ➢ overcoming the damage of exclusion and previous negative school experiences by broadening horizons and experiences.

Each learner has a personalised pathway to support them in achieving this.

The prime need of the vast majority of our learners is support with their SEMH needs and the need to build key trusting relationships before their learning needs can be met. This explains why a large percentage of the learner premium is allocated to social and emotional learning alongside investment in therapeutic approaches through THRIVE.

Baseline data on entry also suggests that weak literacy is a substantial barrier for many of our learners so developing literacy across the school is also central this plan, in addition to other specific interventions based on identified need.

Challenges

This details the key challenges to achievement that we have identified among our current cohort of disadvantaged learners.

Challenge no.	Detail of challenge
1	Unidentified learning needs
2	Low levels of literacy and numeracy on entry
3	Reading ages often below chronological age
4	Primary catch up phonics
5	Education lost due to COVID-19
6	Unidentified mental health needs
7	Low attendance levels – Most learners persistently absent on referral with high levels of learners with severe absence
8	Diagnosed mental health needs
9	Diagnosed medical needs
10	Adverse childhood experiences
11	Low 'Locus of Control' in learner confidence
12	Risk of and exposure to child exploitation and county lines
13	Risk of criminal offending
14	Higher than average percentage of learners who are LAC
15	Illegal drug and alcohol misuse
16	No access to IT outside of school
17	Lack of positive role models
18	Lack of parental guidance, boundaries, and supervision
19	Lack of access to timely agency response for assessment and support
20	Prior negative experiences of school and the impact of exclusion
21	Learners oracy skills on entry are a significant barrier to their learning

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
All learners to be making at least expected progress (in line with Three Towers expectations).	• All learners making better or expected progress in Maths; • All learners making better or expected progress in English; • Improvement in reading age (based on the ART reading assessment and IDL data); • Improvement in attendance from entry to exit; • Yr 11s accessing education, employment and training post 16.
Mental wellbeing and complex SEMH needs are well supported through a developed therapeutic model, wellbeing and focus on staff CPD/training.	• Implementation of THRIVE approaches across the school; • Training of additional staff as THRIVE practitioners; • Focus on development of staff skills through focussed CPD; • Key staff trained in mental health first aid; • Introduction of Electives • Interventions are timely, tracked and monitored for impact.
Improved literacy skills and raised profile of reading across the school	• High quality teaching becomes standard practice across the school; • Learner progress in reading significantly closes the gap; • Implementation of phonics scheme within the primary provision to support school phonic approach; • Staff CPD to develop online intervention teaching; • QFT to encompass good practice around vocabulary development; • QFT to encompass good practice around opportunities for oracy instruction.

The complex needs of new referrals who have had significant disruption to learning due to pandemic and unmet SEND needs have their needs met in a timely manner	- Any unmet SEND needs are quickly identified, assessed and plans are put in place, including EHCP assessment where necessary; - Additional EP time to support with the assessment of learner need; - Robust and timely CPD quickly responds to the needs of new referrals; - Access arrangement screening takes place on entry.
Improved attendance and ensuring the right support is available at the right time	% improvement from entry to exit attendance data; - Measured small step progress where appropriate with a focus on re-engagement and participation in school life; - Targeted intervention from the Welfare and Attendance Managers; - Additional Welfare and Attendance Manager to support with identifying attendance needs early; - Referrals to appropriate services to support contextual issues; - Partnership working with external agencies.
Improve access to pathways into post 16 education, employment and training reducing the risk of learners becoming NEET	- All learners to have clear pathways identified through realistic and robust action plans; - Educational Psychology to continue to work with TTAPA and key stakeholders to develop transition and reintegration strategies for all learners; - Training of additional staff to level 4 AIG guidance role.

Activity in this academic year (2024 - 2025 Plan)

This details how we intend to spend our Learner Premium and Recovery Premium funding **this academic year** to address the challenges outlined above.

Strand 1: Teaching (for example CPD, recruitment & retention)		Budgeted cost: £28,245
Activity	**Evidence that supports this approach**	**Challenge no(s) addressed**
Training and purchase of resources to support phonics teaching across the curriculum and through intervention. • Supersonic phonics • Soundswrite • That Reading Thing	From the EEF toolkit this supports: • Individualised instruction	1,2,3,4,5
Development of Middle/Senior leaders through NPQ framework.	From the EEF toolkit this supports: • Mastery learning Effective Professional Development | EEF	All challenges are addressed through development of leadership skills and variety of foci within the staff.
Departmental CPD input to improve subject specialism and staff being skilled in the application of Rosenshine's principles of instruction.	From the EEF toolkit this supports: • Mastery learning • Teacher assistant Interventions Effective Professional Development | EEF	1, 2 ,3, 4, 5
Contingency for Twilight Training sessions as needs within cohorts arise.	From the EEF toolkit this supports: • Mastery learning	1 – 20 are all addressed through the wide variety of CPD provided to all staff
QA led by CLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that: '*Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development*'.	1 – 20 are all addressed through the wide variety of CPD provided to all staff

Strand 2: Targeted academic support (for example tutoring, one-to-one support, structured interventions) Budgeted cost: £35,500		
Activity	**Evidence that supports this approach**	**Challenge no(s) addressed**
Implementing a targeted literacy intervention programme for learners who need additional help comprehending text and addressing vocabulary gaps.	From the EEF toolkit this supports; • One to one tuition and small group tuition • Reading comprehension strategies • Oral language interventions • Phonics • Reading comprehension, vocabulary and other literacy skills are linked with attainment in English and Maths http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 The reading framework Why is everyone talking about fluency? - Oxford Education Blog The Reading House | EEF Fluency | EEF	1,2,3,4
1:1 and small group reading intervention	From the EEF toolkit this supports: • One to one tuition and small group tuition • Phonics • Reading comprehension strategies Individualised instruction	1,2,3,4

	The reading framework Why is everyone talking about fluency? - Oxford Education Blog The Reading House | EEF Fluency | EEF	
1:1 and small group thrive intervention	From the EEF toolkit this supports: • One to one tuition and small group tuition • Social and emotional learning • Behaviour interventions '*Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.'* (McGuire-Snieckus et al 2015) *Improving Social and Emotional Learning in Primary Schools | EEF*	5-14, 17, 20
Development of core skills curriculum at KS3 to cover reading, oracy, financial skills, first aid and critical thinking.	From the EEF toolkit this supports; • Collaborative learning approaches • Metacognition and self-regulation • Oral Language interventions • Reading comprehension strategies Why Oracy Matters - Voice 21	1,2,3,11
1:1 and small group numeracy intervention	From the EEF toolkit this supports: • One to one tuition and small group tuition • Individualised instruction	1,2

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf	

Strand 3: Wider strategies (for example related to attendance, behaviour, wellbeing)		**Budgeted cost: £37,700**
Activity	**Evidence that supports this approach**	**Challenge no(s) addressed**
Continued implementation of whole school Thrive model to embed trauma informed practices and thrive curriculum.	From the EEF toolkit this supports: • Social and emotional learning • Behaviour interventions '*Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.'* *(McGuire-Snieckus et al 2015)* *Improving Social and Emotional Learning in Primary Schools	EEF*	5 - 14, 17, 20
Development of Electives programme to enable learners access to structured activities they 'elect' to participate in. This is with the aim of broadening experiences and enabling achievement beyond the curriculum.	From the EEF toolkit this supports; • Social and emotional learning • Metacognition and self-regulation • Aspiration interventions • Behaviour interventions • Art participation Five ways to wellbeing https://neweconomics.org/2008/10/five-ways-to-wellbeing	5 – 14, 20

Dedicated attendance and welfare managers focussing on welfare issues and working with families and professionals involved with the learner.	From the EEF toolkit this supports: • Social and emotional learning • Parental engagement	5, 17 - 20
Additional Educational Psychologist time to make timely assessments, recommendations and to support EHCP assessment	From the EEF toolkit this supports: • Social and emotional learning • Parental engagement	1, 18, 19
Contingency fund for those learners who arrive with complex needs	From the EEF toolkit this supports; • Social and emotional learning	1 – 20 are all addressed through the wide variety of CPD provided to all staff

Budget Summary

Details	Amount (£)
Strand 1: Teaching	28,245
Strand 2: Targeted academic support	35,500
Strand 3: Wider strategies	37,700
Total allocated budget	**101, 445**

Part B: Review of 2023 - 2024

Outcomes for Disadvantaged Learners

Education outcomes

After analysis of the KS1/2 academic data:

100% of learners are making some or better progress in reading, writing and maths.

After analysis of the KS3 academic data:

➢ At Key Stage 3, 100% of learners are making progress in English and 100% in Maths where attendance is higher than 50%.
➢ In Maths 12% of learners are exceeding the expected standard of progress

After analysis of Y11 academic data and results:

Headlines figures show positive outcomes and shows an upward trend from the outcomes of 2023 for grade 1 in English, Maths and grade 1 in both English and Maths. We also saw our first Grade 8 at Three Towers this year in Physics.

68.3% of learners achieved at least 1 GCSE or equivalent and overall, an increase of 13.8%

Grade 1+ in English saw a 12% increase to 47.6%

Grade 1+ in Maths saw a 40.4% increase to 66.7%

Grade 1+ in English and Maths increased by 31.4% to 46%.

5 x 4+ grades including English and Maths, grade 4 in English and grade 4 in Maths did drop this year to 1.6%, 4.8% and 1.6% respectively. Cohort size of Key Stage 4 entries increased this year by 57.5% from 40 in 2023 to 63 in 2024. Although we compare headline figures year on year, we also recognise that learners who are join us are referred for a number of reasons. Attendance has been a concern for this cohort with this year's cohort attendance being 34.4% compared to 36.6% in 2022/23.

As a provision, in the academic year 2023/24, Three Towers offered 36 different types of qualifications ranging from GCSEs to BTECs to other accreditations this has increased by 13 from 2022/23. This highlights the amount of personalisation we offer our learners and the high expectations we have for all our learners regardless of ability or background. We work hard to ensure that leaners study courses that are best suited to progress into the next stage in their education

For those identified learners who received literacy intervention the average learner made 2.1 years progress. The school has focussed on utilising initial reading and dyslexia profile information to ensure all staff have information which supports quality first teaching. School wide CPD focus on the EEF five a day and Rosenshine's principles of instruction have seen impact through observed strong lessons and learner progress.

Wider outcomes for primary and secondary learners:

The emotional literacy and therapeutic offer broadened during the academic year with ongoing training of pastoral staff to be Thrive practitioners. Through Thrive lessons there has been progress in learners' skills of 15%. Increasing numbers of learners have accessed intervention with qualified practitioners and there are strong levels of progress indicated through Thriveonline. In addition, 15 Y11 learners received the BTEC Personal Growth and Wellbeing qualification at level 2.

Y11 learners were better prepared for the world of college, training and work through the implementation of our work-related learning curriculum. Learners were better able to prepare for post 16 with relevant qualifications, work-based certificates and preparation for the CSCS examination. Work continued with the Educational Psychology service around implementation of a post 16 transition process. We saw improved engagement with Y11 and their careers interviews and post 16 plans. A large number of learners accessed college interviews on site and received immediate offers. Current NEET indications show a large majority of the cohort had a clear transition pathway and secured further education, training and/or employment.

Nationally attendance in AP settings continues to be lower and Three Towers continue to face the same difficulties. For most learners there has been an improvement in entry to exit attendance data and where attendance has been good progress has been strong. As a school we have worked tirelessly to improve attendance tracking systems and developing processes with partner agencies to support with learner attendance. We have adopted a case work approach which combined with the Early Help process has seen some early signs of impact with rising attendance for those with EBSA barriers to school. Overall attendance slightly improved in this academic year from 32.1% to 39.7%.

Externally provided programmes - Three Towers did not use any externally provided programmes in 2023 – 2024.

Service learner premium funding - Three Towers did not receive any service learner premium funding in 2023 – 2024.

Further information (optional)

Many of our learners come from disadvantaged backgrounds and it is difficult to provide a completely accurate level of PPG as this fluctuates throughout the year dependent on the learners who are on roll. Due to this ever-changing cohort this funding is not linked to specific learners, but we have universal offer in place for all learners that includes but is not exhaustive/limited to:

- breakfast and lunch provided for all learners;
- school counsellor;
- support with access to electronic resources and uniform bursaries;
- ensuring learners have access arrangements in place through in-house assessment;
- support with reintegration/transition packages;
- access to outdoor education programmes;
- enrichment activities;
- one-to-one teaching for identified learners.