

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Two Rivers High School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	46% (110 out of 241)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year planned targets are recommended)</b>	<b>2022 2023</b>
Date this statement was published	22.10.22
Date on which it will be reviewed	1.10.23
Statement authorised by	Miss Gail Brindley
Pupil premium lead	Mrs Claire Milton
Governor / Trustee lead	Mr Jeremy Bowyer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 7-11	£985
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,350

# Part A: Pupil premium strategy plan

## Statement of intent

At Two Rivers High School we have 241 pupils on role. We at Two Rivers acknowledge the needs of those who are 'disadvantaged' and are committed to meeting their pastoral, social and academic needs within a nurturing environment. We aim to close the disadvantage gaps and we hope that each child will develop a love for learning and acquire skills and abilities that enable every pupil to achieve their full potential.

While most of the pupils come from Tamworth and the surrounding area, we also have several pupils who live in neighbouring local authorities. Funding for pupils in Staffordshire is determined by a matrix system and funding to the school is low against the national average.

### **Tamworth**

Tamworth is a town with areas that are high on the social deprivation index\*. Tamworth is ranked amongst 20% of the most deprived neighbourhoods in the country.

Around 77,000 people live in Tamworth. There are relatively more children aged under 16 compared to England and less people aged 85 and over, many of whom are income deprived. The overall population is projected to have a small increase by 2026, but a much larger growth in people aged 65 and over. There are also more single-parent households than average.

### **Key 'Disadvantage' Factors in Tamworth**

According to Tamworth: Locality Profile (produced by the Strategy Team Staffordshire County Council) the key 'disadvantage' factors to consider for the location

- Community resilience: The demand on public sector funded services has increased considerably over the last decade and a **higher-than-average proportion of adults in Tamworth use health and social care services**
- Reducing inequalities: There are several wards in Tamworth where **families and communities face multiple issues such as unemployment or low incomes, low qualifications, poor housing, social isolation, ill-health (physical and/or mental) and poor quality of life**. These wards are Belgrave, Bolehall, Castle, Glascote, Mercian and Stonydelph.

- Be able to access more good jobs and feel the benefits of economic growth: Education and employment rates have improved in Tamworth, but this has not been universal - especially amongst some of our most vulnerable communities. There are also **gaps in levels of adult skills and qualifications with a high proportion of adults in Tamworth having no qualifications, more households with children where there are no adults in employment and high levels of financial stress.**
- Men and women spend 17 and 20 years in **poor health** respectively. In addition, **teenage pregnancy rates are high in Tamworth and too many residents have excess weight, eat unhealthily and are inactive.**
- Tamworth has lower than average rates of crime. However, **levels of anti-social behaviour and violent crime are high in Castle ward.** Perception of crime is also high. **Housing affordability is an issue for low earners** in Tamworth and more people live in socially rented housing than national average.

### **Disadvantage Factors in relation to Two Rivers High School**

The catchment area of the school is predominantly white, British and this is reflective of the pupil population.

- 46% of pupils receive free school meals and the pupil premium grant at the school.
- The range of needs within the school is wide and varied. Pupils are recorded as having 1 or multiple areas of need and this is how the population is represented by primary area of need:
  - Autism Spectrum Condition 66
  - Moderate learning Difficulty 44
  - Physical Difficulty 9
  - Profound and Multiple Learning Difficulty 2
  - Speech and Language Communication Difficulty 46
  - Severe Learning Difficulty 37
  - Social, Emotional Mental health Difficulty 19
  - Specific Learning Difficulty 6
  - Multi-sensory impairment 4
  - Other Difficulty 5
  - HI 2
  - VI 1

Other disadvantaged factors to consider poor mental health and wellbeing including difficulties is understanding, processing, managing and regulating emotional.

**Our intent;**

**To fulfil our legal responsibilities and meet the needs of the individual outcomes outlined in the pupils EHCP's.** This child centred approach supports the young person to achieve what they want in their life.

**To improve the access to core subjects (e.g. English and Maths).** Without skills, knowledge, and expertise in the core subjects there would be a barrier to accessing the full curriculum and may impede future job or further education potential. This is planned in liaison with the teachers who know the pupils best.

**We also want to provide a wealth of holistic and alternative opportunities** which we know are crucial to the pupils of Two Rivers High School. This includes

- providing therapy interventions and counselling support for those who have wellbeing, mental health and / or safeguard concerns.
- further develop opportunities to enrich the pupils 'culture capital' and provide opportunities to learn and express themselves through creative ways e.g. alternative curriculum and extra-curricular activities, alternative P.E. groups/ opportunities, forest school, make some noise, drama.
- To provide opportunities linked to future careers of further education

Therefore, a percentage of the provision is allocated to

- pupil support this includes full time pupil support, counsellor, therapists and therapy assistants
- provide training and CPD to staff
- deliver tuition and interventions
- Purchase equipment, hardware, and software to support learning and therapies

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have an Education, Health and Care Plan
2	All the pupils have some level of cognition and learning difficulties
3	37 students have severe learning difficulties as a primary need
4	2 students have profound multiple learning difficulties as a primary need
5	46 students have language and communication difficulties as a primary need
6	19 students have SEMH difficulties as a primary need
7	66 students have ASD difficulties as a primary need
8	27 Other needs include – physical difficulties, hearing or visual impaired, specific learning difficulty e.g. Dyslexia
9	We have identified emotional regulation and self-regulation as an area of challenge.
10	According to national average for those Eligible for free school meals* we are 8% higher * (%) for '03 - FSM, Ethnicity and Language, by type of SEN provision and type of need - 2016 to 2021' for SEN Support and Statement or EHC in England between 2015/16 and 2020/21

## 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>Improved staff understanding and improved pupil meta-cognition</p> <p>Improved independence amongst pupils</p> <p>Students will be making good or better than good progress in academic areas</p> <p>Specific support in place for areas of difficulties e.g. Dyslexia, Autism, ADHD,</p>	<p>Training delivered</p> <p>Training feedback</p> <p>Increased confidence seen in teaching staff – observation, mentoring conversations, target conversation, etc</p> <p>Improved independence amongst pupils seen in learning walks, feedback given from teaching staff, progress towards EHCP, IEP and classroom targets</p> <p>Positive results in teacher assessment completed half termly</p> <p>Analysis of outcomes, interventions, and progress meetings with middle leaders – see action plans</p>

	<p>Improved standards / positive Book trawls – CPD and collaboration opportunities across school</p> <p>Individual child specific focused performance management targets aimed to research and develop good practice for specific individuals/ groups of individuals. These theory-based action plans will be shared as good practice across school.</p> <p>Reporting of data SOLAR – to SLT, governors</p> <p>Interventions and strategies to support individuals</p> <p>Pupil voice feedback, pupil voice champions.</p>
<p>Improved pupil motivation – willingness to engage</p> <p>Improved metacognitive and cognitive skills.</p> <p>Students will be engaging more in lessons</p> <p>Raise self-esteem and better behaviour</p>	<p>Monitoring of absence DT and TS</p> <p>TS to monitor and report on behaviour including disruption around learning</p> <p>Referrals and interventions put in place to encourage engagement (including parent / carer engagement)</p> <p>More positive behaviour points</p> <p>Improved readiness to learn as Sensory Impairment Interventions and Wellbeing Interventions are in place. Monitoring of impact.</p> <p>Capture pupil voice and develop an action plan to act upon the outcomes. (TS)</p> <p>Monitoring of interventions, to improve standards</p> <p>Reduced behaviour incidents (TS)</p>
<p>Improved pupil motivation – willingness to engage</p> <p>Improved metacognitive and cognitive skills.</p> <p>Improved wellbeing support and therefore increased motivation and readiness to learn.</p>	<p>Reduced time between early identification, referral and support given. (JS to monitor)</p> <p>Positive tracked support for those who are identified as needing extra mental health and wellbeing support.</p> <p>Pupil voice and therapist feedback</p>
<p>Improved staff understanding and improved pupil meta-cognition</p> <p>Improved independence amongst pupils</p> <p>CPD opportunities to support maths and English</p>	<p>CPD training opportunities for Maths, English.</p> <p>Middle leaders to track interventions being delivered in strands.</p> <p>SOLAR assessment</p> <p>Measure the impact of training (EK) through feedback</p> <p>Middle and senior leadership monitoring</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. £108,350

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition development and self-regulation</p> <p>* training for staff regarding scaffolding support and interventions, differentiation, cognitive workload, retrieval knowledge,</p>	<p>According to the EEF understanding and improving metacognition and self-regulation is a low cost but high impact strategy. Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as 'learning to learn'; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>According to the EEF, evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><b>Focus training</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of metacognitive strategies</li> </ul>	<p>1-8</p>

	<ul style="list-style-type: none"> <li>• Teachers modelling their own thinking to demonstrate metacognitive strategies</li> <li>• Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</li> <li>• Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.</li> </ul> <p><a href="https://www.eef.org.uk/eef-projects/metacognition-and-self-regulated-learning-1">Metacognition and Self-regulated Learning 1 EEF (educationendowmentfoundation.org.uk)</a></p> <p>Training will be developed on the seven-step model. <a href="https://d2tic4wvo1iusb.cloudfront.net/Seven%20step%20model%201.0.pdf">Seven step model 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.</p>	
<p><i>Staff training</i></p> <p><i>Training Self – regulation and emotional regulation</i></p> <p><i>Sensory Training £425 LG</i></p> <p><i>Attachment and Trauma informed training YE, ES</i></p> <p><i>Nurture and therapy training £500</i></p>	<p>According to research <a href="#">Self-Regulation in the Early Years - Sutton Trust</a> L. Barbour 3/12/2019. Self-regulation has been identified as an 'essential life skill'. It underpins other aspects of learning and has a significant impact on a child's long term life chances. The Department of Education's Effective Pre-School, Primary &amp; Secondary Education Project (EPPSE) study identifies an association between socio economic background and self-regulation (Sammons et al., 2014) Some of the adverse impacts of poverty are moderated by self-regulatory skills: Low-income children with better self-regulatory skills are more resilient to adverse psychological outcomes (Blair, 2010; Blair &amp; Raver, 2012).</p> <p>Research strongly suggests that 'essential life skills' are laid down during the early years in the family and preschool. However, for our pupils they are yet to develop or have difficulties in these 'essential early skills'. There are several reasons for this e.g. area of special education need, ACE's adverse childhood experiences, developmental delay, etc.</p>	<p>9</p>



	<p>As children's early development of self-regulation is highly dependent on the quality of their social interactions. We as educators in a specialist setting know and understand the unique position we are in, to have a major beneficial influence on children's development beyond the home environment which will improve their lives.</p> <p>Last year LG (OT) came to develop sensory awareness training and subsequently supports school in developing sensory plans for pupils. This year we are continuing to utilise her expertise and increasing her provision offer in school.</p> <p>This theory also supports the EEF theory behind 'motivation – willingness to engage our metacognitive and cognitive skills'.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Utilising the tuition for pupils through the National Tutoring Programme in the 2022 to 2023 academic year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p> <p>In school tuition to be delivered by teachers</p>	<p>Yr 7 – 11 Small groups of 1:3 tuition in order to maintain high-quality and impactful tuition.</p> <p>According to EEF <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of</li> </ol>	1-8

	<p>teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p>	
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**and Wider Strategies (related to attendance, behaviour, wellbeing)**

**Budgeted cost: 107,192**

<p><i>Tier 2 / 3 wellbeing support - Therapists</i></p> <p><i>Teaching assistant £14,577 x2 (£29,154)</i></p> <p><i>1x teaching assistant to deliver cover for specific staff to deliver therapies Mon-Friday throughout the day to individuals identified as needed additional support.</i></p> <p><i>This is overseen/monitored by and reported to SLT/ Governors by JS Therapist Middle leader.</i></p>	<p>According to Maslow Hierarchy of Need. <a href="http://verywellmind.com">Maslow's Hierarchy of Needs (verywellmind.com)</a> We are all motivated to fulfil basic needs before moving on to other, more advanced needs such as learning. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), security and safety, love and belonging needs (friendship, social relationships), esteem needs (self-worth, respect), and self-actualization (personal growth). For many of our disadvantaged pupils these needs are not met. As a school we take our role in supporting mental health and wellbeing very seriously, believing that promoting and supporting positive mental health should underpin everything we do. We know that good mental health is the foundation of learning and social development.</p> <p>We offer our pupils many different therapy-based approaches they include, Music therapy, play therapy, Walking and Talking, Drawing and Talking, Nurture, Lego Therapy, ELSA (Emotional Literacy</p>	<p>1-10 this will free up staff to do therapies and interventions.</p>
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	<p>Support Assistant's), Counselling and more.</p> <p>These therapy-based approaches are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term.</p> <p>Example: Research into the benefits of a Lego therapy programme have shown it can help develop the following skills:</p> <ul style="list-style-type: none"> <li>· Visual perception.</li> <li>· Language concepts.</li> <li>· Descriptive language.</li> <li>· Positional language.</li> <li>· Sequencing and planning.</li> <li>· Flexibility.</li> <li>· Patience.</li> <li>· Empathy.</li> </ul>	
<p><i>Tier 2/3 Wellbeing support - Counselling</i></p> <p><i>Counselling – pupil support JM, DT %</i></p> <p>£22,000</p>	<p>ChAPTRe Child Attachment and Psychological Therapy Research, in partnership with the Anna Freud National Centre for Children and Families, have recently developed research <a href="http://annafreud.org">Psychoanalytic and Psychodynamic Interventions (annafreud.org)</a> which provides increased confidence that psychoanalytic and psychodynamic interventions can be effective in improving outcomes these include;</p> <ul style="list-style-type: none"> <li>• being supported to build resilience and develop core skills enabling a more positive developmental trajectory.</li> <li>• preventing and reducing mental health difficulties.</li> </ul> <p>At Two Rivers we offer wellbeing support for all pupils but specifically identify;</p> <ol style="list-style-type: none"> <li>1. those thriving,</li> <li>2. those needing additional support</li> <li>3. those needing more support</li> <li>4. those in crisis</li> </ol> <p>Are aim is to identify, support and signpost pupils to the correct support. For many this support can be delivered internally by our specialist therapists, counsellors, or pupil support. This support allows</p>	<p>1 (potentially all)</p>

	<p>individuals to focus, concentrate and learn how to stimulate or relax different parts of the body as well as, feel safe, feel supported, develop social skills, communicate on a different level. It improves confidence, self-esteem encourages relaxation, imagination, communication, and wellness.</p>	
<p><i>Extra-curricular activities e.g. make some noise, drama, forest school, music and art therapies.</i></p> <p><i>Monthly OT visit for LG (OT) and purchasing of OT resources.</i></p> <p><i>£5,461</i></p>	<p>To develop students' cultural capital is to learn skills and realise talents, develop character and resilience, and learn about British values, diversity and mental health &amp; well-being, all of which allow individuals to be good citizens and reach their potential.</p>	9
<p><i>£300 per pupil – parental / carer grant</i></p> <p><i>£33,000</i></p>	<p>£300 support for parents / carers to spend on the pupil – cover residential costs, uniform, cooking money, breakfast vouchers, transport costs from clubs, independent travel cost, extracurricular recreational activities.</p>	9
<p><i>Teaching assistant</i></p> <p><i>£17,577</i></p> <p>1 teaching assistant to deliver culture capital within the curriculum (in addition to the curriculum offer). E.g. forest school</p>	<p>According to <a href="#">The Therapeutic Forest</a> projects their approach to 'Forest school' has been designed to support the development of self-esteem, independence, coping skills, social skills and more. The project is aimed to prioritise work with individuals who may otherwise have difficulty accessing outdoor projects and experiences.</p> <p>Our Level 3 Therapeutic Forest leader provides an inclusive Forest School curriculum which was designed by The Therapeutic Forest (developed by Award winning Paediatric Therapists from the fields of Speech and Language Therapy, Clinical Psychology, Occupational Therapy, Clinical Psychology, Play Therapy and Music Therapy).</p> <p>At Two Rivers High School we see Forest School as another culture capital moment that our most disadvantaged pupils can engage</p>	1-10 culture capital

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**Total budgeted cost: £ 108,117**

## 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.

#### **Our overall aims were**

**To improve literacy and numeracy skills through staff CPD and effective delivery of training** – reading intervention Accelerated Reading etc. Accelerated reading CPD opportunities were seen to have a positive impact. Middle/ senior leaders reported on interventions to governors.

**To deliver external and internal one-to-one tuition with particular focus on gaps in learning and missed learning.** Teachers have been consulted and data analysed to inform decisions. Data was assessed via our assessment platform SOLAR and grades were expected or exceeded (refer to data progress reports). Our qualifications results were higher than previous years. Please see results on our website.

**Therapy interventions including nurture, therapy sessions and counselling.** Referral monitored, tracking and monitoring of interventions outcomes were positive, and more pupils than previous years were accessing therapies (including those at thriving tier 1). Training delivered – 2x ELSA training TA's, Drawing and Talking therapy training, Therapeutic Forest Level 3 leader.

Balanced curriculum including core subjects and pastoral/physical/outdoor well-being support.

(see timetable and curriculum offer – information on school website)

### Externally provided programmes

Programme	Provider
Trauma informed and Sensory regulation	Independent Paediatric Physiotherapist & Advanced Sensory Integration Practitioner
Regulation Informed Training	Imagine Inclusion
Sensory Awareness CPD	Laura Graham
OT Monthly visits	Laura Graham