

Pupil premium strategy statement – Taunton Deane Partnership College

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year. As a PRU numbers are never constant, so the figures are based on predictions based on numbers at the start of the school year.

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Kim Lawrence, Headteacher
Pupil premium lead	Kim Lawrence Headteacher
Governor / Trustee lead	Peter Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,100
Recovery premium funding allocation this academic year	£8,210
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£41,310

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

Alongside high-quality teaching, our focus is on small groups and personalised plans that enable the students the opportunity to achieve. Our strategy is focussed on the disadvantaged students, but this will benefit all pupils in our school.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

A key part of our strategy is to ensure all students have the opportunity to develop independence and resilience as well as having experiences that they might otherwise not get.

Challenges

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

Challenge number	Detail of challenge
1	All our students find accessing and making progress a real challenge. Their experiences in life and in particular in schools mean that the classroom is often a challenge. When they arrive at the PRU, building relationships and trust is key.
2	Many of our students have come to us with learning needs that have not been identified or supported. Assessments are a key part of what is needed to support them in next steps.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop interests and skills.

4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, and also to experience the world out of their community
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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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	An increase in the number of secondary students that access learning that leads onto formal qualifications.
More assessments in place so there is a clearer picture of all students needs	SEMH and learning assessments take place which inform more targeted intervention and better progress
A broader timetable that includes business mentoring, vocational subjects and outdoor education	Students develop interests and skills and 'learn' skills that are not classroom based
Students and families are supported to enable them to access and engage more effectively	A PFSA is in place who will work with the students both during their time here and to support them into next steps
Trips and experiences are in place	Students are able to experience places outside of local area.

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.

How we address

Budgeted cost:

Activity	Challenge number(s) addressed
Teaching assistant to support students to access lessons	1, 2

Teaching assistants will be ELSA trained to support intervention	1, 2 Est. Budget £22,000
School trips	5 Est. Budget £1,000
PFSA	4 Est. Budget £10,000
OE assistant which will enable more students to access outdoor Education Music equipment and space Vocational Teaching assistant	3, 5 Est. Budget £8,000

Outcomes for disadvantaged pupils

Outcomes for primary pupils:

All our primary students will have access to 1:1 ELSA and phonics intervention. This to improve their ability to access the curriculum both at our school and in their next step.

All primary students will experience outdoor Education and sport during their time at TDPC

Outcomes for secondary pupils:

Students at KS3 who spend less time at TDPC will return to school, equipped with the skills to be able to access lessons.

More detailed assessments and targeted intervention will mean that students are better prepared for next steps

Students will experience a range of alternative experiences such as cooking, work-shop, outdoor education and option subjects

Students are mentored and supported into their next steps

More students will engage with academic lessons and go onto get GCSE's in the core subjects

More students will have the opportunity for 1:1 college visits