



Pupil premium strategy statement – Teignmouth Community School (25-26)

This statement details our school’s use of pupil 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.

School overview

Detail	Data
Number of pupils in school	730
Proportion (%) of pupil premium eligible pupils	27.24%
Academic years that our current pupil premium strategy plan covers	2022/23 -2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rachel Wickham
Pupil premium lead	Chris Darvill
Governor / Trustee lead	Samantha Horne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,875
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£198,875

Part A: Pupil premium strategy plan - Statement of intent

At Teignmouth Community School, we promote our core values—**work hard, be kind, and join in**—in everything we do. These values shape the traits and characteristics we aim to instil in all our students, regardless of their background, to help them reach their full potential and thrive.

We recognise that many students face both internal and external barriers that may limit their access to key opportunities. We believe it is our responsibility to remove these barriers.

We use **Pupil Premium (PP)** funding to support the attainment and development of students, addressing the challenges that **disadvantaged students (DS)** may encounter.

Our objectives:

- Use research-informed approaches and evidence from our own experience to ensure that funding is used effectively to maximise achievement.
- Foster a culture of high expectations, never confusing disadvantage with low ability.
- Ensure all disadvantaged students make excellent progress through high-quality teaching.
- Minimise barriers to learning to maximise progress and ensure every disadvantaged student experiences success.
- Recognise that not all socially disadvantaged pupils are eligible for free school meals, and reserve the right to allocate PP funding to any pupil or group identified as socially disadvantaged.
- Maintain transparency through clear reporting on how and why the funding is spent.
- Help parents understand the vital role they play in their child's success, and encourage strong collaboration between home and school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students make less progress at the end of Key Stage 4 compared to their non-disadvantaged peers. P8 DS 2023 = -1.31 / P8 Non DS = -0.25
2	In 2022-23 lower percentage of DS achieving Level 9-5 & 9-4 in English and Maths compared to their non disadvantaged peers. Level 4 - 9 = DS 28.6% / Non DS 67.7% Level 5 - 9 = DS 17.1% / Non DS 47.7%
3	Lower levels of literacy and reading fluency. The Standard Age Scores (SAS) of Disadvantaged students was 94.8 compared to 101.4 in their non disadvantaged peers (NRGT testing Autumn term 2023).
4	Lower attendance compared to their non-disadvantaged peers. 2022-2023 PP 80.75%. Non PP 89.53%
5	Lower levels of academic and emotional resilience and self-confidence. 2022-2023 66.3% Suspensions DS (disproportionally representing their 21.9% cohort at the time)

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
1	Improve the progress and attainment of disadvantaged students through high quality teaching and learning.	Robust curriculum planning and sequencing that builds on foundation knowledge. Robust quality assurance of lessons, delivered through our Instructional Coaching Programme , will demonstrate consistently high standards of teaching and learning, and enable the Quality of Education team to identify and respond appropriately when it is not. The TCS Teaching Sequence will be part of our embedded culture. Higher expectations and aspirations of disadvantaged students will

		result in progress throughout the year, with internal data showing improvement. External examination results show above average progress made by disadvantaged pupils amongst similar schools (September 2023)
2	Improve the percentage of disadvantaged students achieving grades 9-5 in English and Maths	Attainment in English and Maths improves across all key stages, with internal data showing improvement validated by robust QA process. External examination results show that the gap between percentage of disadvantaged and non-disadvantaged students achieving Grade 5+ in English and Maths is closing (September 23 – 24 – 25)
3	Improve fluency of reading	NRGT reading test demonstrate an increase in SAS scores disadvantaged students when compared to their non disadvantaged peers from September 24 -25- 26.
4	Narrowing the attendance gap for disadvantaged students compared to their peers.	Increased attendance will lead to greater progress in lessons as less learning time is missed. Attendance data for DS students to be in line with national average for all students (September 24 -25- 26.
5	Reduce the disproportionate degree to which disadvantaged students are represented within total recorded sanctions.	Diminishing number of suspensions among disadvantaged students (September 24 -25- 26), in order that records are proportionate with the % of DS in school cohort. Diminishing proportion of disadvantaged students represented in suspensions totals. (September 24 -25- 26) in order that records are proportionate with the % of DS in school cohort. Diminishing number of internal exclusions among disadvantaged students (September 24 -25- 26) in order that records are proportionate with the % of DS in school cohort. Diminishing proportion of disadvantaged students represented in internal exclusions totals. (September 24 -25- 26) in order that records are proportionate with the % of DS in school cohort.

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

Budgeted cost: £120,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide one additional non-contact period per fortnight, for all teaching staff to support our In-Instructional Coaching programme.</i> - Each member of teaching staff will be coached by a dedicated coach once a fortnight. £96,000 Instructional Coaching programme facilitated and quality assured through the STEP LAB software package. £2065 Twilight CPD program for all teaching staff underpinning TCS teaching sequence. £15,000 Teach First Trainee £7,500	Instructional coaching is promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018). Implementing Instructional Coaching Chartered College of Teaching	1, 2
Sparx Maths & Sparx English software to improve the progress in Maths & English. £8870	EEF evidence shows that feedback that moves learning forward has the most impact on student performance. Sparx software is intuitive and 'learns' based on students answers to provide targeted support. EEF Feedback evidence base	1, 2

Targeted academic support**Budgeted cost: £12,877**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Wise Interventions Staffing costs £3,536 Reading wise software costs £6,364 GL Assessments NRGT software costs £2,977	Reading comprehension strategies are high impact on average (+6 months). EEF Reading & comprehension evidence base	3

Wider strategies**Budgeted cost: £65,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted behavioural intervention programmes. Commission specialist and targeted behavioural intervention programmes to support behaviour and wellbeing with key identified individuals. £34,515	The average impact of behaviour interventions is four additional months' progress over the course of a year. EEF evidence base suggests that targeted programmes tend to demonstrate bigger effect on behaviour outcomes compared to whole class or whole school. EEF Social & Emotional Learning evidence base The average impact of successful SEL (Social & Emotional Learning) interventions is an additional four months' progress over the course of a year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. EEF Behaviour Interventions evidence base	1, 2, 4, 5
Attendance Consultant Commission support of specialist strategic attendance consultant to drive improvements in attendance, specifically of Persistently Absent (PA) and Severely Absent (SA) students. £15,000 Software Licences Attendance data tracking, analysis and family communications software £1,500 Impact Ed Understanding Attendance Report £2,300	The link between absence and attainment at KS2 and KS4 (DfE) Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths. https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	4
The Brilliant Club Year 9 DS focused scholars programme. £2,870	The existing evidence base for aspirational based interventions is not yet secure. But we firmly believe that a lack of education aspiration, particularly with respect to higher education among some of our DS students exists. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2, 3
Financial support Financial support with uniform, and learning materials £100 per PP student per year. £9,000	Although there is no established evidence linking outcomes directly to uniform or equipment, we firmly believe that offering financial support for these essentials is crucial, particularly during a time of economic hardship affecting many of our families.	4, 5

Total budgeted cost: £198,627

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge number	Detail of challenge	Impact			
1	Disadvantaged students make less progress at the end of Key Stage 4 compared to their non-disadvantaged peers.	A sustained increase in DS P8 <i>*2024-25 P8 calculated using SISRA's national cohort calculations</i>			
		P8	2022-23	2023-24	2024-25
		DS	-1.31	-0.88	-0.60*
2	Lower percentage of DS achieving Level 9-5 & 9-4 in English and Maths compared to their non-disadvantaged peers.				
		Eng & Maths	2022-23	2023-24	2024-25
		L 4 – 9 DS	28.6%	44.1%	16.7%
		L 5 – 9 DS	17.1%	26.5%	8.3%
3	Lower levels of literacy and reading fluency.	A sustained increase in SAS scores for DS students participating in interventions.			
		SAS Scores	2022-23	2023-24	2024-25
		DS requiring intervention	79.5	83	100
4	Lower attendance compared to their non-disadvantaged peers.				
		Attendance	2022-23	2023-24	2024-25
		DS	83.62%	84.49%	83.22%
5	Lower levels of academic and emotional resilience and self-confidence.	A significant reduction in the proportion of DS suspensions and a reduction in the proportion of DS among total suspensions. 46.4% reduction from previous year, 57% overall.			
		DS	2022-23	2023-24	2024-25
		Number of suspensions (DS)	300	237	127
		DS as a proportion of suspensions	66.3%	56.1%	44.4%

Other ways that we prioritise PP within our wider strategy, and operation:

Impact of Coaching through Quality Assurance

The effectiveness of coaching is regularly monitored through **Quality Assurance processes**, with a strong focus on Student Voice. Pupil Premium (PP) students are always included in these evaluations, and their feedback is strategically gathered to ensure that as many PP students as possible have the opportunity to reflect on their learning experiences.

Consistent Curriculum Access for All

Our centralised curriculum guarantees that all students, including PP students, receive a consistent and high-quality educational experience. As a result, PP students are now benefitting from equitable access to the curriculum.

Prioritised Support through Seating Plans

Seating plans clearly indicate the PP and SEND status of students, allowing staff to intentionally prioritise check-ins with these students during lessons, ensuring that their needs are consistently addressed.

Inclusive Options Process

PP students are given one-to-one meetings (where needed) during the options process to ensure that they face no barriers in making informed, appropriate choices. This approach supports students in selecting a broad, balanced and ambitious curriculum

Fair Distribution in Timetable Structures

Where possible, mixed-ability settings are utilised to foster an inclusive learning environment. Class lists are carefully reviewed by senior and middle leaders to ensure PP students are fairly distributed, preventing clustering in any specific groups.

Home Learning Support

Home learning is facilitated through online platforms that are compatible with multiple devices, including PCs, tablets, and phones. The school library is open daily to support students who face challenges accessing technology, and subject staff are available three times a week to provide additional help with home learning.

Financial assistance with the purchase of uniform

Students in receipt of free school meals can request uniform and learning equipment using an annual allowance of £100.