

# Pupil premium strategy statement - The Triple Crown Centre

Almost all of our students are dual registered - main registered at a mainstream school and subsidiary registered at the Triple Crown Centre. Therefore, in the majority of cases, the mainstream school receives the allocated pupil premium funding.

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.

## School overview

Detail	Data
Number of pupils in school	29
Proportion of pupil premium eligible pupils	Less than 10
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	15 <sup>th</sup> December 2023
Date on which it will be reviewed	15 <sup>th</sup> December 2024
Statement authorised by	Mr M Walker
Pupil premium lead	Miss E Clarke
Governor / Trustee lead	Mr M Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1970
Recovery premium funding allocation this academic year	£6000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7970

# Part A: Pupil premium strategy plan

## Statement of intent

Our primary intention is to deliver high-quality teaching and learning, with a focus on ensuring all students are able to access the full curriculum offer, including wider opportunities for personal development.

We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved, alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The nature of our school being for students medically unfit to attend a mainstream school provides obvious challenges in securing good and better attendance. Most of our young people have a history of significant absence before arriving at The Triple Crown Centre and absence can still be high for some students due to their medical conditions, particularly anxiety-related issues.</p> <p>Our aim is that all students have the highest possible rates of attendance, giving the best possible opportunity for them to achieve successful outcomes both academically and otherwise.</p>
2	<p>At The Triple Crown Centre, we aim to be as proactive as possible in preparing students for future success in education/employment/training. We have to ensure our careers programme not only delivers relevant knowledge and understanding, but also promotes confidence in making appropriate post-16 choices and being able to learn successfully in, what is most often, a much larger learning environment.</p>
3	<p>We fully appreciate the need for students to be able to read age-appropriate fiction and non-fiction texts fluently, in order to fulfil the demands of the secondary school curriculum.</p> <p>Students at the Triple Crown Centre have often missed a significant amount of learning before arriving here.</p> <p>There is therefore a need to ensure at least good progress in reading (from baselines) and that there are programmes in place to support curriculum design for those students who have fallen behind.</p>

## 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 and sustained levels of attendance for all our students, particularly disadvantaged students.	<ul style="list-style-type: none"> <li>❖ Decrease in overall absence rates</li> <li>❖ Reduced numbers of persistently/severely absent students</li> <li>❖ Increase in numbers of merits awarded for good and improved attendance</li> <li>❖ Increase in number of students recognised in half-termly celebration assemblies</li> <li>❖ 'Attendance file' provides evidence of attendance monitoring, support/intervention for individual students and impact</li> </ul>
Destination data over time reflecting sustained engagement in post-16 education/training	<ul style="list-style-type: none"> <li>❖ Compass+ 'Tracker' provides evidence of individual students' wide-ranging careers related experiences</li> <li>❖ Students' individual 'Career Development Plans' indicate personal planning and advice provided by an external Careers Adviser</li> <li>❖ Parent/carer questionnaires – all either 'agree' or 'strongly agree' that <i>'the school's careers programme promotes and supports students' preparation for their next stage of education and/or training'</i>.</li> <li>❖ Positive responses to student evaluations of visits/events/activities.</li> <li>❖ 100% achievement in all 8 Gatsby Benchmarks.</li> <li>❖ Positive student destination data (over time).</li> </ul>
Improved reading accuracy and automaticity and a developed culture of reading across all the school.	<ul style="list-style-type: none"> <li>❖ Subject development plans reflect strategies to address intended outcome</li> <li>❖ Subject units of learning identify a range of strategies to engage learners in reading opportunities</li> <li>❖ Lesson observation feedback reflects the promotion of reading across the curriculum</li> <li>❖ Displays around school promote reading</li> <li>❖ Student voice reflects reading being consistently promoted</li> <li>❖ Student AM logs identify students' private reading during allocated timetabled sessions.</li> <li>❖ Student case studies identify participation in wider reading</li> <li>❖ Analysis of students' reading ages reflect accelerated improvement from starting points for identified students</li> </ul>

## 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.

Funding: £6470

Our pupil premium (and recovery premium) will support us in:

## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing a DfE validated phonics programme with age-appropriate lessons and resources to address 'catch up' for those students who are behind with reading. Associated staff training.	<i>'Students need to be able to read age-appropriate fiction and non-fiction texts fluently, in order to fulfil the demands of the secondary school curriculum.'</i> (Ofsted 2023)	3

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioning of an external company (CSAWS) to provide support in maximising attendance.	<i>'The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.'</i> Schools are expected to <i>'consider additional support from wider services and external partners, making timely referrals'</i> (DfE <i>'Working together to improve school attendance'</i> (May 2022))	1
Employment of an external Careers Adviser.	Gatsby Benchmark 8 (Personal Guidance) reflects the importance of all students having opportunities for guidance interviews with a Careers Adviser.	2

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### End of Key Stage 4 performance

<b>Year 11 2022</b>	% Of all students	EHCP	K	FSM
5 x 9-4 including English and Maths	22%	N/A	22%	0%
5 x 9-4 not including English and Maths	22%	N/A	22%	0%
5 x 9-1 including English and Maths	100%	N/A	100%	100%
5 x 9-1 not including English and Maths	100%	N/A	100%	100%

#### Year 11 destinations (2022)

<b>Destination</b>	<b>Number of students</b>
Apprenticeship	1
Further Education – Solihull College	5
Further Education – Solihull Sixth Form College	1
Further Education – Newton College, Powys	1

