



Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Tendring Technology College
Number of pupils in school	1641
Proportion (%) of pupil premium eligible pupils	32.05%
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tom Burt
Pupil premium lead	Craig Mackenzie
Governor / Trustee lead	Johanna Thompson, Regional Education Director

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£ 483,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 483,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our mission is “to gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives” and our vision is that “each and every child is inspired to choose a Remarkable life”.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Ensuring high quality teaching is evident across the College, ensuring teaching is never less than good for all students, but in particular the Pupil Premium students.
2	Raising the Attendance of our Pupil Premium students.
3	Raising aspirations of our Pupil Premium students.
4	Raising attainment at GCSE for our Pupil Premium students within the core curriculum.

5	Pupil Premium students improve fluency in higher order functions by addressing key weaknesses in basic numeracy and literacy.
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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
PP students attend school at the same rate as Others	Gap between PP and to reduce from comparison to 2023/24 to 2024/25
PP students have attainment in line with their equally able peers	Gap in P8 scores to equal 0.
Some PP students lack Metacognitive and self regulation Skills -.	PP students develop the skills in self regulation, allowing them to make the progress that is expected. Gap in behaviour data to diminish to 0%.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £71,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD package is established to support teachers in their development in becoming outstanding.	Focus on quality first teaching provision Feedback is seen as very high impact for very low cost (+6) Effective homework is seen to have very high impact for low cost (+5) EEF Evidence for effective CPD Approaches	1, 2, 3, 4, 5
Training for new staff will incorporate strategies to support our most vulnerable.		
CPD package to inspire and motivate our Year 2 in to Year 3 & Year 4 into Year 5 teachers		
Reduce class size for LPA groups to increase the staff pupil ratio.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £281,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a range of interventions to support students in the core curriculum. (Specialist	Extending school hours available has moderate impact for moderate cost (+3)	3 & 4

Year 11 TGs, Virtual Tutoring Service)	Oral language intervention work has very high impact based on low cost based on extensive research (+6) One to one tuition is high impact for moderate cost (+5) Small group tuition is moderate impact for low cost (+4) Peer tutoring is very high impact for low cost (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
To develop a literacy and reading programme that allows students to make at least the expected progress. (LRC promotes reading, Lift Reading Strategy) There are clear high quality links to literacy throughout lessons. This may be high quality speaking, listening, reading or writing. Bespoke literacy and reading interventions are put in place to support	Oral language intervention work has very high impact based on low cost based on extensive research (+6) EEF Evidence for effective CPD Approaches	1, 2, 5

students in accessing the main curriculum.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £210,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of in house tutors and resources to support pupils with anxiety or gaps in their learning to rapidly close the educational gap.	Rising levels of absence in PPG v non-PPG students. It is essential to ensure the students have the necessary support and resources to catch up after absence. Moderate impact for low cost based on extensive research (+4)	2
Creating capacity within the Attendance Team to allow for a greater focus on whole school Attendance.	Social and emotional support has moderate impact for low cost (+4)	
The importance of good attendance is promoted from within.		
A range of interventions are put in place to support students in following the TTC way. (PL interventions, Art Therapy, Counselling, attendance)	Oral language intervention work has very high impact based on low cost based on extensive research (+6)	3, 5

	EEF Evidence for effective CPD Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
To launch the TTC Way with every group that encompasses the College community.	EEF Evidence for effective CPD Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Evidence for effective CPD Approaches	1, 5 & 6
In collaboration with Lift, TTC will build its own purpose built on-site Alternative Provision programme.	Focus on quality first teaching provision Feedback is seen as very high impact for very low cost (+6) One to one tuition is high impact for moderate cost (+5) Small group tuition is moderate impact for low cost (+4) Peer tutoring is very high impact for low cost (+5) Mentoring work to focus on metacognition (+7) is very high impact for low cost Social and emotional support has moderate impact for low cost (+4)	6

Pathways to external provision are used to support students with SEMH needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Mountaineer Funding. £20,000 set aside to support bespoke intervention and support hardship.	Students' attendance to school improves as a result of being able to wear essential school uniform clothes and shoes. Participation in PE improves where we provide PE kit. Disaffected PP students have improved attendance, attitudes and engagement. Disadvantaged students who require professional mentoring receive this and as a result maintain good attendance and engagement in their learning.	2, 3 & 6
Employing two Attendance Officers and an Assistant Principal	National statistics show that PP pupils have a lower national average of attendance compared to other groups. Therefore, the employment of two attendance offices aims to improve	

with an attendance and PP focus.	attendance across the school. Further engagement of families with regards to attendance with a moderate financial implication.	
Resourcing the pastoral team to increase the amount of support for pupil premium students to ensure they improve attendance and attainment		

Total budgeted cost: £562,189

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 2022 to 2024 academic year.

Evaluation

Last year PP students 4+ results improved in comparison to the previous academic year.

The breakdown can be seen as follows:

Attainment Measure	Pupils Eligible for PP (Tendring Technology College)				Diff + / -
	2022	2023	Dif +/-	2024	
Basics 4+	33.9% (21 students)	35.1% (27 students)	+6	38.5% (30 students)	+3
Basics 5+	19.4%	12.9%	-2	23.1%	+8

	(12 students)	(10 students)		(18 students)	
English 4+	48.4% (30 students)	50.6% (39 students)	+9	50.0% (39 students)	+9
English 5+	33.9% (21 students)	25.9% (20 students)	-1	32.1% (25 students)	+5
Maths 4+	40.3% (25 students)	41.5% (32 students)	+7	44.9% (35 students)	+3
Maths 5 +	22.6% (14 students)	20.7% (16 students)	+2	32.1% (25 students)	+9

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last year our allocation of £2,790.00 was spent on additional pastoral support/intervention as required
What was the impact of that spending on service pupil premium eligible pupils?	Increased support for service pupils as and when required