Pupil Premium Strategy Statement
2024-2025

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	The Totteridge Academy
Number of students in school	951
Proportion (%) of pupil premium eligible students	30%
Academic years that our pupil premium strategy plan covers	2022/23, 2023/24, 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Fairbairn
Pupil premium lead	Janina Aitken
Governor / Trustee lead	Fred Groom

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,540
Recovery premium funding allocation this academic year	£67,896
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£320,436

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our ambition for The Totteridge Academy has always been to become an outstanding school that serves the diverse local communities that we have traditionally educated. As we have improved year on year, we have become increasingly popular and are now at the stage where we are likely to be over-subscribed each year. In becoming more successful and more popular, we are determined that this does not change the demographics of those we educate. In particular, we have seen a decline in the number of students joining the school who are eligible for Pupil Premium. These have more than halved since we became an academy, despite numbers in Barnet remaining constant.

So, in order to realise our ambition for the school, and indeed to keep to the promise we gave local families and the local authority when the school became an academy, we have inserted Pupil Premium eligibility into our admissions criteria so that we continue to have an appropriate balance in those who come to TTA. This is something that a number of schools across London and elsewhere have done and we will of course keep it under review. Geographical distance to the school remains a key criterion for admissions but this change will help us retain the comprehensive mix of students and families that we are there to serve as an excellent, local school.

The pupil premium strategy at The Totteridge Academy has been developed to improve the academic progress and attainment of our disadvantaged students. The strategy is a tiered approach, as recommended by the EEF, that focuses on effective teaching, targeted academic support and wider strategies. These strategic areas are a continued focus with specific actions within each area being reviewed and updated annually. The ultimate aim is to ensure that disadvantaged students are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful individuals.

Challenges

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

Challenge Number	Detail of Challenge
1	**Attendance** The attendance of our disadvantaged students is less than their non-disadvantaged peers. Our in-school evidence shows us that poor attendance directly correlates with negative outcomes so this is a key challenge in all year groups. Our persistent absentee percentage is higher than in previous academic years so reducing this is vital.
2	**Progress 8** The Progress 8 score in 2022 (0.68) was lower than the progress achieved by their non-disadvantaged peers. It is a priority therefore to address this and close

		the gap.
3	**Attainment: English and Maths 5+**	
	The attainment of our disadvantaged students in the Basics measure (5+ English and Maths) is less than that of their peers. The impact of Covid 19 has created a further risk to disadvantaged students and it is a priority of ours to ensure all students, regardless of socio-economic background achieve comparable results.	
4	**Reading Ages**	
	On entry to The Totteridge Academy, our disadvantaged students' reading ages are low which restricts their access to the curriculum.	
5	**SEND**	
	It is a priority for students with SEND and who are also identified as disadvantaged to perform in line with their peers across all year groups. We will continue a collaborative approach to support these students, particularly those with an EHCP who have not achieved their potential historically. A wrap around support network is required to ensure this collaboration.	

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
Disadvantaged students will attend school regularly so that they fully access the curriculum provision on offer	Attendance monitoring demonstrates improved attendance for disadvantaged students so that it is in line with non-disadvantaged students. Persistent absence for disadvantaged students improves.
Quality first teaching for all	Student progress data to be in line with those who are not identified as disadvantaged and above the National Average. This includes using KS3 progress data, GCSE predictions, mock results and formative assessments. A reduction in internal variation between disadvantaged and non-disadvantaged students. Learning walks and work reviews will also demonstrate quality work completed by disadvantaged students.
Disadvantaged students experience excellent teaching in English and Mathematics and make good progress through the Basics curriculum. Their work is of a high standard and compares favourably to that of their non-disadvantaged peers.	Internal data is monitored throughout the year and interventions are put in place as required. The attainment of disadvantaged students in Basics to be confirmed at the end of the academic year.

Disadvantaged students to develop a love of reading and, in turn, a high level of reading competency, allowing them to access the curriculum.	The proportion of disadvantaged students reading with 6 months of their chronological ready age (CRA) improves. Standardised Age Scores (SAS) for disadvantaged students increases. The proportion of students reading independently increases.
Disadvantaged students who are also considered to have SEND receive a challenging curriculum, in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best possible outcomes.	Mid-Year and End of Year assessment data will demonstrate the gap between these students is closing with a year-on-year improvement in all key stages.

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: £180,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Teaching and Learning programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students	EEF – Teaching and Learning Toolkit Principles of Instruction – Research Based Strategies	2 3 4 5
Increase in staffing for English, Maths and Science to allow for: Smaller class sizes in Year 11 Tutor Time interventions Literacy groups in KS3	NFER – Deploying Staff Effectively NFER – High Quality Teaching for all NFER – Meeting Individual Learning Needs EEF – Improving Mathematics in KS2 & 3 EEF – Covid Catch Up SecEd – General and Targeted Interventions EEF – Improving Literacy in Secondary Schools EEF – High Quality Teaching	2 3 4 5
Investment in technology resources to support Teaching and Learning e.g Visualisers and IRIS	EEF – Teaching and Learning Toolkit EEF – Effective Professional Development EEF – Teacher Feedback to Improve Pupil Learning EEF – Using Digital Technology to Improve Learning	2 3 5
CPD and spotlight sessions to highlight good practise and share strategies to support SEND students	EEF – SEN in Mainstream Schools	2 3 5

| Online homework platforms to support home learning and acquisition of knowledge | EEF – Teaching and Learning Toolkit

NFER – High Quality Teaching for all

NFER – Meeting Individual Learning Needs | |

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

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Academy Prep Programme	SecEd – General and Targeted Interventions NFER – Deploying Staff Effectively	2 3 5
KS3&4 Academy Reading Programme	EEF – Improving Literacy in Secondary Schools	4
Laptop and google Chromebook provision	NFER – Meeting Individual Learning Needs EEF – SEN in Mainstream Schools	2 3 4 5
External Revision Support	MADE Training – Feedback and Evaluation	2 3 5
Summer School: Recruit and prepare staff to lead and deliver the programme to KS4 disadvantaged students.	DfE – Summer Schools Programme SecEd – General and Targeted Interventions	2 3 5

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Place2Be	Place2Be – Annual Impact Report Place2Be – The Case for Place2Be	1 2 3
Attendance officers, Educational Welfare and increased Pastoral support to raise attendance	NFER – Addressing Behaviour and Attendance	1
Cognitive Behaviour Therapist on site once a week offering support to students.	IC – The use of CBT in Schools	1
Address higher exclusion rates for disadvantaged students	Permanent Exclusions and Suspensions in England - Statistics EEF – Improving Behaviour in Schools NFER – Addressing Behaviour and Attendance	1 2 3 4 5
Employment of an additional Careers Advisor	EEF- Putting Evidence into Work NFER – Deploying Staff Effectively	1 2 3 4 5
Extracurricular Activities	The Good Schools Guide: The Advantages of Extracurricular Activities	1

Total Budgeted Cost: £320,436

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 students in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 indicate that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum.

Our analysis of the reasons for these outcomes points primarily to the on-going impact of Covid-19 which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We are proud that our P8 score for disadvantaged pupils in the 2022/23 school year was 0.62 which is above the National Average of Non-Disadvantaged pupils, but there remains to be an in-school variance between the two groups that has to be addressed.

Our pupil premium attendance was above the National Average last year (but below their Non-Disadvantaged counterparts) so we continue to strive to improve these, so our students have access to a range of opportunities.

Our emotional provision has continued to be at capacity following the end of the second national lockdown, and we have increased our staffing within the Pastoral team to accommodate students' needs and demand. This has led to students being in school and developing wellbeing skills to flourish.

Overall, are strong ethos on high quality lessons, staff CPD and culture around attendance and behaviour provides not only pupil premium students, but all students the effective message that we expect them to succeed and be driven intrinsically to get there, with the support from staff and parents/carers.

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.

Programme	Provider
Exams MADE Easy	MADE Training
Goals and Aspirations	MADE Training