Thornhill Community Academy

A School • A Family • A Community

Pupil Premium and Year 7 Catch-up Premium: Strategic Action Plan (2016-17)

September 2016 (SP)

Pupil Premium Funding

About the Pupil Premium Funding

Pupil Premium funding was introduced in April 2011 and is additional funding that the government gives to schools for each student on roll deemed to be disadvantaged. The funding is designed to raise the attainment of disadvantaged students and narrow any gaps that exist between them and their peers.

In the 2016-17 financial year, schools will receive funding as follows for students in years 7 to 11:

- £935 for every student that has been registered for Free School Meals at any point in the last six years;
- £1,900 for every student that has been in care continuously for sixth months or more;
- £300 for every student from a Service Family.

Pupil Premium at Thornhill Community Academy (TCA)

At TCA, we are committed to ensuring that every child considered to be 'disadvantaged' is valued, respected and supported to develop to their full potential. As a school we will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives, with a key focus on improving academic outcomes.
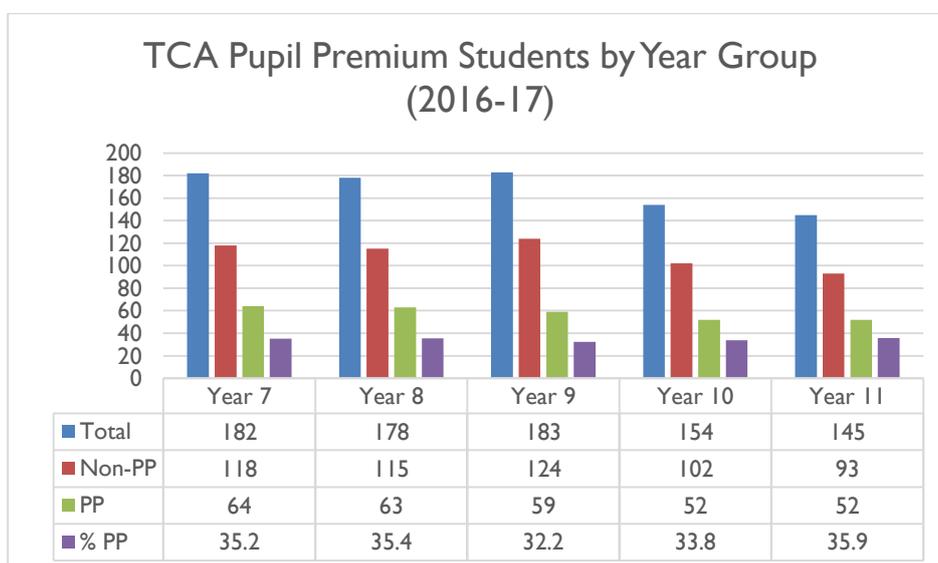
Currently (September 2016), 34.4% of all students at TCA are supported by Pupil Premium funding. In 2016, the gap in attainment of A*-C in English and Maths between disadvantaged and non-disadvantaged students at TCA was 11%. This figure is well below national averages.

TCA Pupil Premium Funding in 2016-17:

No. of students eligible for PP funding	Amount allocated per student (£)	Total Funding Available (£)
296	935	276,760

TCA Pupil Premium Student Totals by Year Group in 2016-17:

Year Group	Total Students	Non-PP students	PP students	% PP of year group
Year 7	182	118	64	35.2%
Year 8	178	115	63	35.4%
Year 9	183	124	59	32.2%
Year 10	154	102	52	33.8%
Year 11	145	93	52	35.9%
Whole School	842	552	290	34.4%

TCA Pupil Premium Students by Year Group (2016-17)

	Year 7	Year 8	Year 9	Year 10	Year 11
Total	182	178	183	154	145
Non-PP	118	115	124	102	93
PP	64	63	59	52	52
% PP	35.2	35.4	32.2	33.8	35.9

Year 7 Literacy and Numeracy Catch-Up Premium Funding

About the Year 7 Literacy and Numeracy Catch-Up Premium

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 students who did not achieve the expected standard in reading and/or maths at the end of Key Stage 2. The funding is designed to raise the attainment of these students and to narrow the gaps that exist between them and their peers.

TCA Catch-Up Funding:

In the 2015-16 financial year, schools received £500 for each student eligible for the catch-up funding. In 2016-17, schools will receive the same overall amount of Year 7 catch-up premium funding as in 2015-16. Below is a breakdown of the catch-up premium funding received by TCA in the 2015-16 academic year as a guide:

Criteria	No. of students	Total (£)
Below L4 Reading only	10	5,000
Below L4 Maths only	14	7,000
Below L4 in Reading and Maths	9	4,500
Total	**33**	**16,500**

Year 7 Catch-Up Premium at Thornhill Community Academy (TCA)

At TCA, we recognise the importance of early identification of gaps in student learning and the need to act quickly and decisively to address these. Our aim is to ensure that wherever possible all students meet age-related expectations and have full access to the range of subjects within the Academy's curriculum. The additional grant is used to support targeted intervention for the relevant groups.

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Closing the Gap:
Strategic Overview and Action Plan

2016-17
Review June 2017

CLOSE THE GAP

SP   September 2016

CORE PRINCIPLES

At TCA, we recognise that raising the achievement of disadvantaged students and promoting their wider personal development are inextricably linked. We therefore allocate funding to target key priorities linked to both academic achievement within the classroom and the wider development of students (e.g. raising aspirations, improved attitudes to learning, enhanced wellbeing). Whilst each child will have his/her own set of barriers to learning and progress, effective provision to close gaps within these areas of Achievement and Personal Development is essential if students are to succeed and thrive. Underpinning this approach is a robust system for monitoring and evaluating the impact of our actions to ensure its quality and effectiveness.

ACHIEVEMENT	PERSONAL DEVELOPMENT, ASPIRATIONS AND ATTITUDES
Vision: To ensure all students make outstanding academic progress, regardless of starting point or background, and leave TCA with the best possible qualifications.	**Vision:** To ensure all students leave TCA with a sense of personal wellbeing, a bank of 'cultural capital' and high aspirations leading to future success and happiness.
Quality of Teaching and Learning: • Access to quality first teaching that is personalised to meet their needs; • Access to a well-structured and suitable curriculum (including alternative provision where appropriate); • Access to high quality resources to support learning; • Access to high quality learning opportunities led by well-trained staff.	*Enrichment:* • Access to a wide variety of opportunities that broaden student experience, raise their aspirations and enhance their understanding of the world and their potential futures • Access to opportunities to develop and practise existing and new skills in non-academic contexts
Additional Academic Provision: • Access to KS3 Alternative Learning Pathways to address gaps in basic literacy and numeracy; • Access to additional provision to target areas of underachievement for students falling behind (KS3 and KS4).	*Guidance and Support:* • Access to high quality advice to help guide students through school and towards their chosen futures • Access to high quality pastoral support to help students address specific barriers to both wellbeing and learning (e.g. attendance, behaviour, social and emotional issues etc.)
QUALITY ASSURANCE: MONITORING AND EVALUATING	

Addressing Barriers to Learning

Quality First Teaching

AT TCA, we are aware that the most effective way to ensure all students are successful is through quality first teaching that meets the needs of each student on a daily basis. We therefore ensure that all our staff are highly trained through bespoke professional development designed to constantly improve standards of teaching within every classroom.

Additional Provision

We value the uniqueness of every student and understand that some students need more targeted support than others to fulfil their potential. Where support is needed outside the classroom, the school allocates appropriately trained staff to teach intervention groups. All teaching staff are aware of who is eligible for the Pupil Premium and this informs their planning. The school is committed to making sure that support and intervention (including adjustments where necessary) are made in a timely fashion. This is achieved through regular monitoring, and the use of robust assessments, which allow teachers to give students effective and timely feedback.

The Pupil Premium and Year 7 catch-up funding are always used strategically in response to the barriers to learning faced by eligible TCA students. Planned actions are outlined in detail in the Action Plan later in this document; however, the table below shows how potential barriers to learning for TCA students are linked to strategic objectives and priorities for 2016-17.

Barriers and Risks to Learning	Closing the Gap 2016-17 Objectives
Achievement	
TCA students enter Year 7 significantly below national averages for attainment at KS2 with many having low literacy and numeracy levels. Disadvantaged students enter with lower attainment on average than their non-disadvantaged peers.	• Utilise KS3 Alternative Learning Pathways to close Numeracy and Literacy gaps and increase reading age by at least 18 months for each year group over the academic year (9 months) • To increase reading age comprehension by at least 18 months • Provide robust and strategic additional provision and intervention to raise KS4 Maths and English attainment and progress • To reduce the gap for A8 to less than 0.3 in English and Maths • To reduce the gap in A8 for EBACC to <0.2 • Reduce gaps in P8 overall to <0.5 for all cohorts • Reduce gap between TCA and National P8 overall for disadvantaged students to <0.4 • Reduce gap in P8 English to <0.2 and between TCA and National for disadvantaged students to <0.8 • Reduce gap in P8 Maths to <0.2 and between TCA and National for disadvantaged students to <0.8
Personal Development, Aspirations and Attitude	
Low educational aspirations and social and emotional issues could lead to poor attendance, poor behaviour for learning and low resilience in the face of challenges.	• Improve attendance levels for FSM target students to 93% • Reduce persistent absence gap to <13% • Improve the gap between attendance for FSM and Non FSM to less than 2% • Increase % Good+ attitude to learning scores for PP students by 10% • Improve behaviour for learning for target students to ensure they are positively engaged in learning

	- Reduce gap for PP students being excluded - Reduce gap between behaviour points for PP and non PP students - Further embed effective mentoring programmes at KS3 and KS4 to support academic progress - Support target students to develop a growth mindset and improve levels of grit and resilience in the face of challenges
Quality Assurance: Monitoring and Evaluating	
If student progress is not tracked and monitored carefully, underachievement and support needs are not picked up early enough. Similarly, intervention must be carefully tracked to ensure any actions are having a positive impact on the targeted students.	- Further develop the use of internal tracking to ensure gaps are identified early and swift action is take - Further develop Academy provision mapping to monitor the impact of all additional provision for disadvantaged students and link it directly to funding

Key Actions (How)	Time (When by)	SLT Lead Person and Key Staff (Who)	Cost (£)	Impact Monitoring
Work with the Maths dept to utilise the Maths HLTA to set up a numeracy Alternative Learning Pathway (ALP)	Sep-16	RBR/MRR/RB	£20,875	Data analysis at STAR points to check progress Internal monitoring by HLTA Student voice
Identify target students in Yr 8 and 9 for additional numeracy provision; especially those below L4 in Maths.	Sep-16	RBR/MRR/RB	N/A	Cohort tracking through STAR points
Identify new Y7 cohort for numeracy ALP.	Sep-16	RBR/MRR/EA	N/A	Student voice Teacher feedback
Complete reading tests to establish reading ages of all students.	Sep-16	GH	£1500	RA records on SIMS Feedback to governors
Train Y10 MA students with high reading ages to act as reading mentors for Y7/8 students.	Nov-16	RBR/GH/CJW	£200	Reading mentors programme in place Student voice
Set up reading interventions for targeted students.	Oct-16	RBR/GH	£1500 (Resources) £9,000 (Salary)	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
Coordinate a programme of KS3 reading opportunities during curriculum time through the launch of Everyone Reads in Class (ERIC) to ensure all KS3 students are reading for at least 20 minutes a day.	Oct-16	RBR/GMC/LP	£1000	Library usage records English attainment scores
Identify target students in Yr 8 and 9 for additional literacy provision; especially those below L4 in English and below chronological reading age.	Sep-16	RBR/CJW	£1500 £13,000 (Salary)	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
Identify new Y7 cohort for literacy ALP and reading support.	Sep-16	RBR/CJW	N/A	Intervention records Student voice Teacher feedback
Identify key students for EAL intervention and support.	Sep-16	RBR/FM	N/A	Intervention records Student voice Teacher feedback
EAL intervention set up and commenced.	Oct-16	RBR/FM	£12,800	Intervention records Student voice Teacher feedback
Closing the Gap team interventions set up and commenced.	Oct-16	RBR/CtG Team	£12,000	Intervention records Student voice Teacher feedback
Literacy and reading interventions set up and commenced.	Sep-16	RBR/CtG Team	£1500	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
1to1 reading support set up and running	Oct-16	RBR	£500	Teacher records Lesson observations Student cohort attainment and progress records

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Timetable additional KS4 Maths and English for targeted students.	Sep-16	GC/RBR	Overstaffing £22,000	Teacher records Lesson observations Student cohort attainment and progress records
Utilise overstaffing in English to provide catch-up provision for targeted students.	Oct-16	RBR/GKS/RS	N/A	Teacher records Lesson observations Student cohort attainment and progress records
Put in place additional qualifications and personalised provision for underachieving Y10 and 11s	Ongoing	GC/MCB	£900	Training records from staff Student records Qualification outcomes
Train staff to effectively deliver the SuccessMaker reading intervention programme	Oct-16	SP	£1800	Training records
Roll out the SuccessMaker programme for targeted students and monitor its impact	Nov-16	RBR/CHO	£4500	Teacher records Lesson observations Student cohort attainment and progress records
Coordinated programme of KS4 after school P7 and holiday interventions organised	Oct-16	SP	£4500	Registers of students requested by staff Attendance records
PP MA students targeted for Inspire programme and Future Scholars programme at KS3 and 4.	Oct-16	RBR/MSW	£450	ROAR programme registers Session records
Provide free English, maths, Science revision guides and past papers for Y10 and 11.	Nov-16	RBR/HODs	£900	Purchase records
Walking / Talking Mocks delivered for Yr 11	Mar-17	MDD/RS	£1000	External speaker records Student voice
Coordinate a programme of professional development for staff with a half termly focus on key priorities.	Sep-16	JO/ RBR	£1000	PLC records Teacher evaluations Best practice booklets
Establish a system of homework support sessions for KS3 students (especially PP students)	Oct-16	SP/HODs	£750	Attendance records
Link attitudes to homework to whole Academy rewards system	Nov-16	SP/GC	£200	STAR ATOL reporting
Establish regular work scrutiny reviews of all departments to monitor the impact of marking and feedback on PP students' progress and to identify and share good practice.	Nov-16	JO/SP	£200	Watch list book monitoring records Feedback to staff records
Identify barriers to learning for key PP students and share information with teaching staff to inform planning.	Oct-16	MCB/SP	£100	Interventions booklet produced
Half-term 4 CPD specifically focused on Closing the Gap - staff training on strategies relating to AfL	Mar-17	RBR?SP/JO	£3000	PLC records Teacher evaluations Best practice booklets
Review how ETAs support pupils in lessons; especially to support progress of SEND PP pupils.	Dec-16	BM/SCA	N/A	Watch list monitoring Lesson observations
Review the range of additional provision for PP pupils provided by ETAs and ensure appropriate staff training to ensure high quality delivery.	Dec-16	BM/SCA	£500	Training records
Deliver Closing the Gap focussed CPD sessions as part of the school's Middle Leader Development Programme.	Jun-17	SP	£500	PLC records Teacher evaluations Best practice booklets
Develop systems to ensure students take effective notes of content, methodology and application across all subjects to create high quality revision	Nov-16	RBR	£600	Student voice Revision session attendance

material to refer back to				Summer outcomes
Develop and deliver a strategic plan to integrate and develop study skills and revision skills of all students in all year groups	Nov-16	RBR	£600	Student voice Revision session attendance Summer outcomes
Calendar and deliver targeted revision planning with Y11s and a revision focus period prior to all terminal exams (with PP students prioritised).	Nov-16	SP	£500	Student voice Revision session attendance Summer outcomes
Provide Y11 students with free revision planners to support their revision planning.	Mar-17	RBR	£900	Purchase records
Review how students are targeted for P6 intervention, pizza and coke night and late night lectures and monitor its attendance and impact (especially by PP students)	Half termly	SP/CtG Team	£300	Attendance records Changes made to programmes
Re-evaluate target students for intervention at both key stages after each data collection and ensure targeted provision is in place for students falling behind	Termly	SP	N/A	Attendance records Changes made to programmes
Refine the Closing the Gap Team meetings to ensure they focus on the individual needs of students	Sep-16	RBR/CtG Team	N/A	Staff feedback Meeting minutes and outcomes
Utilise PAT to identify students at KS3 and 4 who would benefit from alternative or different provision after each data collection	Sep-16	RBR/CtG Team	N/A	Watch list collation
Develop a range of intervention strategies for White British students falling behind; with a specific focus on KS4 and Year 10 and 11	Feb-17	RBR/CtG Team	£200	Intervention strategy booklet Lesson observations Learning walk evidence
Establish a programme of in-class observations and coaching support for teachers of targeted SEND students to accelerate SEND students' progress	Dec-16	BM/SCA	£250	Coaching session records Watch list records STAR data records
Deliver creative writing workshops targeting PP students.	June-16	RBR/LCP	£600	Website records Student attendance records Student voice
Utilise links with HEART to bring university undergraduates into TCA to tutor targeted students in English and Maths (focus on PP MA).	Mar-16	RBR	£500	Website records Student attendance records Student voice
Refine the KS4 mentoring process and allocate all teaching staff two students each with the aim of 'moving every student, one grade in one subject'	Nov-16	SP/RG	N/A	Watch list records for identified mentors
Develop a mentoring programme for target KS3 students	Nov-16	RBR/JEC	N/A	Watch list records for identified mentors
Identify potential peer mentors in Y9 and Y10.	Nov-16	RBR/JEC/RG	£150	Cohort records
Train Y9 and Y10 students to act as peer mentors for targeted students.	Dec-16	RBR/JEC/RG	£300	Attendance and session registers Student voice
Revision of the pastoral structure to ensure it best suits the needs of students.	Sep-16	MCB	N/A	Changes to internal structure Reduction behaviour records Swift incident resolution Parental engagement records
Provide high quality counselling and mental health support for targeted PP students through the counsellor and behavioural psychologist.	Ongoing	MCB	£11400	Records from the counsellor
Deliver specific assemblies on Growth Mindset to all students to emphasise the capacity of all to improve.	Oct-16	SP/AE	N/A	Assembly records Assembly materials

				Student voice
Facilitate a wide range of input to students on Growth Mindset, GRIT and Mindfulness through development of assembly and Study Skills materials	Half Termly	SP/RBR	£200	Study skill resources Assembly materials Student voice
Deliver further staff training on Growth Mindset, GRIT and Mindfulness to ensure it is embedded and reinforced in all classrooms	Mar-17	SP	£500	Classroom evidence Student voice
Distribute resources for students to engage in reflection and goal setting during study skills (e.g. learning journal).	Sep-16	SP/Tutors	£500	Reflection diaries complete within classrooms Tutor buy in
All students to write a letter to themselves during Study Skills time to open in Year 11 results day, outlining their goals and aspirations	Oct-16	SP/Tutors	£300	Letters are evident Student and staff voice
Develop robust attendance tracking systems to identify target students.	Sep-16	MCB/NH	£150	Attendance reports Attendance tracking records
Identify & review case load for attendance team to improve attendance and decrease PA of target students.	Sep-16	MCB/NH	N/A	Attendance reports Attendance tracking records
Develop a range of robust interventions to improve attendance of identified pupils.	Nov-16	MCB/NH	£600	Attendance intervention records Attendance tracking data
Create a 7 year (including Year 5/6 transition activities) "TCA Experience" Pathway for different year groups and cohorts to ensure students access opportunities that promote high aspirations for all.	Nov-16	RBR	£150	Pathway report
Develop a range of trips and visits to enhance the cultural experiences of PP students.	Ongoing	MCB	£4000	Trip records Student voice
Provide free uniform, equipment and resources to targeted PP students.	Ongoing	MCB/HOYs	£3000	Financial records
Establish a system of targeted behavioural interventions to close the Attitude to Learning gap between PP students and non-PP students.	Ongoing	MCB/KSCs/HOYs	£200	Intervention records Student event summary Parental engagement records
Ensure all PP students have a careers interview at KS3 and are guided towards appropriate Post 16 pathways.	Jan-17	GC/LG	£4000	Career guidance record keeping NEET figures
Provide an Options interview for all PP pupils with relevant member of the senior team.	Mar-17	GC	£150	Career guidance record keeping NEET figures
Start the GCSE Options process in Y8 to allow for a greater depth of study.	Mar-17	GC	£500	Creation of early options process Student voice
Further develop links and relationships with partner Primary Schools to identify and support underachieving PP students early.	Jun-17	JEC	£600	Primary school initiative records Student numbers
Create links with HEART and University visits for all students in all year groups	May-17	RBR/LG	£500	Website records Student attendance records Student voice
Utilise links with HEART to bring university undergraduates into TCA to talk to PP students and parents/carers about future pathways.	May-17	RBR/LG	£500	Website records Student attendance records Student voice
Ensure targeted and early CEIAG for KS3 students; especially Y9	Dec-16	RBR/LG	£500	Website records Student attendance records

				Student voice
Further develop the existing breakfast club provision to ensure disadvantaged students have access to affordable nutrition each day.	Oct-16	RBR/CtG Team	£1000	Breakfast club records
Produce and distribute Pupil Premium Watch booklet to identify all PP students to staff.	Oct-16	RBR	£200	Watch list creation
Ensure internal data tracker tracks performance table PP measures.	Sep-16	SP	N/A	Data tracker
Closing the Gap students identified in SIMs and on teacher's mark-sheets	Oct-16	RBR	N/A	SIMS records LW data tracking
Develop and embed the use of consistent tracking systems for behaviour and attendance across HOY team through creation of a Closing the Gap booklet after each DC.	Sep-16	MCB/RBR	£200	HOY tracking systems Behaviour and attendance reports
Distribute Closing Gap booklet to staff to make key 'hotspot' students who are not attending, attaining and behaving explicit to staff for targeted intervention.	Sep-16	RBR	£100	Closing the gap booklet Staff voice LW monitoring Student voice
Teacher feedback column added to mark-sheets for all PP students for completion after each DC and discussion in line management meetings.	Oct-16	SP	N/A	Sims
Closing the Gap team interventions reviewed and groups/students amended.	Half termly	RBR	N/A	Records of ALP Successmaker records STAR data collation
MER systems used to monitor Closing the Gap team interventions.	Half termly	RBR	N/A	Provision mapper
Develop systems to track students at risk of being NEET across all year groups and ensure effective CEIAG in place.	Dec-16	GC/LG	£250	NEET tracking systems
Organise a follow-up external review of PP provision.	Dec-16	RBR	N/A	Follow up review report
SLT to report to governors on PP students' progress and PP spending through Performance Committee meetings after each DC.	Termly	SP/RBR	£100	Governor reports generated
Re-write Pupil Premium Report for website making explicit the spend and impact of PP and Year 7 catch-up funding.	Sep-16	RBR/SP	N/A	Website reports are fit for purpose
Ensure PP is a standing agenda item on all departmental and line management meetings.	Sep-16	JO	N/A	Meeting minutes
Ensure systems to link PP spending to impact on student outcomes are fully in place.	Oct-16	SP/RBR	N/A	Provision mapper
Produce a range of PP case studies to evidence impact	Oct-16	SP/MCB	N/A	PP case studies Governor reports
Establish a KS3 homework system to track attitudes to homework (especially PP students)	Oct-16	SP	£2500	Electronic HW platform purchased / Creation of VLE
Monitor and evaluate the impact of all additional provision on progress and attainment using the Provision Mapper / Tracker	Half termly	RBR/CtG Team	N/A	Intervention tracker in place Evaluation records from SLT