



Thornhill
Community
Academy

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Pupil Premium and Year 7 Catch-up Premium: 2017-18 Strategic Action Plan

September 2017 (RDC)

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 who currently receive Free School Meals, or who have done in the last six years and narrow any gaps that exist between them and their peers.

In the 2017-18 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 exceed their full potential. As an academy 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.

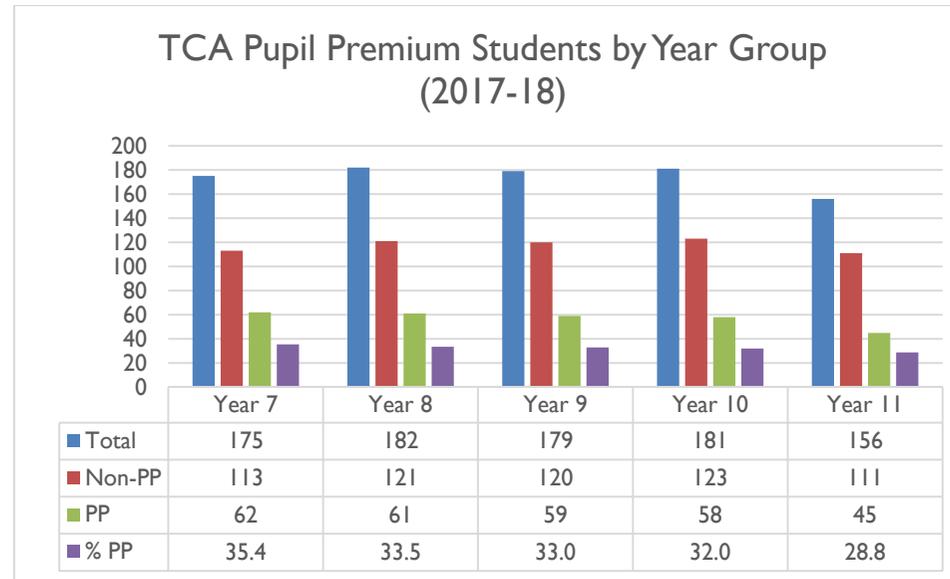
TCA Pupil Premium Funding in 2017-18

Currently (September 2017), 33.7% of all students at TCA are supported by Pupil Premium funding.

No. of students eligible for PP funding	Amount allocated per student (£)	Total Funding Available (£)
285	935	266,475

TCA Pupil Premium Student Totals by Year Group in 2017-18:

Year Group	Total	Non-PP	PP	% PP	Funding Availab
Year 7	175	113	62	35.4	£57,970
Year 8	182	121	61	33.5	£57,035
Year 9	179	120	59	33.0	£55,165
Year 10	181	123	58	32.0	£54,230
Year 11	156	111	45	28.8	£42,075
Whole School	873	588	285	32.6	£266,475



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.

VISION

ACHIEVEMENT	PERSONAL DEVELOPMENT, ASPIRATIONS AND ATTITUDES
<p>Vision: To ensure all students make outstanding academic progress, regardless of starting point or background, and leave TCA with the best possible qualifications.</p>	<p>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.</p>
<p>Quality of Teaching and Learning:</p> <ul style="list-style-type: none"> • 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. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • 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
<p>Additional Academic Provision:</p> <ul style="list-style-type: none"> • 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). 	<p>Guidance and Support:</p> <ul style="list-style-type: none"> • 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.)

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 continual professional development designed to constantly improve standards of teaching within every classroom, in order to meet the needs and accelerate the progress of all learners.

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.

Additional Provision

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 2017-18.

Barriers and Risks to Learning	Closing the Gap 2017-18 Objectives
Achievement	
<p>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.</p>	<p>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 overall A8 for TCA PP v National Non PP To reduce the gap for overall P8 for TCA PP v National Non PP To reduce the P8 gap for all sub-groups for TCA PP v National Non PP Reduce gap in P8 English for TCA PP v Non PP nationally Reduce gap in P8 Maths for TCA PP v Non PP nationally</p>
Personal Development, Aspirations and Attitude	
<p>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.</p>	<p>Improve attendance levels for FSM target students to 94% Reduce persistent absence gap to <9% Significantly reduce the number of exclusions for PP students Close the gap between attendance for FSM and Non FSM to less than 2% Increase % Good+ attitude to learning scores for PP students by 10% Reduce gap between behaviour points for PP and non PP students</p>
Quality Assurance: Monitoring and Evaluating	
<p>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.</p>	<p>Further develop the use of internal tracking to ensure gaps are identified early and swift action is taken Further develop Academy provision mapping to monitor the impact of all additional provision for disadvantaged students and link it directly to funding</p>

The proceeding actin plan outlines key actions to be taken throughout the 2017-18 academic year in order to achieve these priorities.

PUPIL PREMIUM				
Key Actions (How)	Time (When by)	SLT Lead Person and Key Staff (Who)	Cost (£)	Impact Monitoring
I. Improve Literacy skills and close gaps				
a. Identify target students in Yr 8 and 9 for additional literacy provision; especially those below L4 in English and below chronological reading age.	Sep-17	RDC/CJW	£1500 £13,000 (Salary)	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
b. Set up reading interventions for targeted students.	Oct-17	LR/CLJ	£1500 (Resources) £9,000 (Salary)	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
c. Complete reading tests to establish reading ages of all students.	Oct-17	LR	£3800	RA records on SIMS CtG tracker Reports to governors
d. Train Y10 MA students with high reading ages to act as reading mentors for Y7/8 students.	Nov-17	LR/CLJ	£200	Student voice
e. 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-17	LR	£1000	Library usage records English attainment scores
f. Integrate a 'Mastery' lesson in the curriculum for all Y7 and 8 students to focus on reading, literacy, numeracy and reading skills,	Sep - 17	LR/GC	£6775	STAR data analysis Progress trackers
g. Integrate GCSE English Literature poem schemes of work in to Study Skills session for all year groups	Sep – 17	LR/LP	£300	English STAR data analysis
h. Bedrock and Lexia reading set up	Oct-17	LR/CLJ	£1500	Lesson observations on Closing the gap teacher LW records Student voice Attainment records
i. Deliver creative writing workshops targeting PP students.	Oct-17	LR/LCP	£600	Student attendance records Student voice
j. 1 to 1 reading support set up and running	Oct-17	LR	£500	STAR data analysis
k. Identify and train literacy advocates in KS3 & KS4	Sep - 17	LR/CLJ	N/A	English STAR data analysis

2. Improve Numeracy skills and close gaps				
a. Work with ALP Numeracy lead and Mastery teacher to establish Mastery SoW and set up termly Mastery focused numeracy lesson for Yrs 7 and 8	Sep-17	RDC/GC/MD/BE	N/A	STAR data analysis ALP teacher half termly data tracking Student voice
b. Identify target students in Yr 8 and 9 for additional numeracy provision; especially those below L4 in Maths.	Sep-17	RDC/MD/BE	N/A	STAR data analysis
c. Identify new Y7 cohort for numeracy ALP.	Sep-17	RDC/BE	N/A	Teacher feedback
d. Introduce Maths Mastery at Yrs 7 & 8	Mar-17	JO	£16,000	Lesson obs Learning walks STAR data analysis
3. Further improve behaviour and attendance				
a. Develop robust attendance tracking systems to identify target students.	Sep-17	MCB/NCH/MM	£150	Attendance Reports Attendance tracking records
b. Identify & review case load for attendance team to improve attendance and decrease PA of target students.	Oct 17	MCB/NH	N/A	Attendance Reports Attendance tracking records
c. Develop a range of robust interventions to improve attendance of identified pupils.	Nov-17	MCB/NH/SWS	£600	Attendance Intervention records Attendance tracking data
d. Set up and run The Bridge on site alternative provision for students not attending, behaving and achieving	Sep -17	MCB/CK	£70,000	Attendance data report Behaviour data report
e. Target interventions to re-engage hotspot students in their learning and review their curriculum offer through external provision – GRIT, Groundworks, Bumpy, Princes' Trist	Sep – 17	MCB/CK	£1725	Improved attendance, ATOL and Behaviour scores at STAR points
f. Improve attendance of SEND and PP Boys PA students through early morning phone calls and pick ups	Sep – 17	MCB/MM/NCH	£250	Attendance Report
g. Deliver specific assemblies on resilience and GRIT to all students	Oct-17	SLT	N/A	Assembly records Assembly materials Student voice
h. Link attitudes to homework to whole Academy rewards system	Nov-17	GC	£200	STAR ATOL reporting
i. Identify potential peer mentors in Y9 and Y10.	Dec 17	SWS	£150	Cohort records
j. Train Y9 and Y10 students to act as peer mentors for targeted students.	Dec-17	SWS	£300	Attendance and session registers Student voice
k. Provide high quality counselling and mental health support for targeted PP students through the counsellor and behavioural psychologist.	Ongoing	MCB/SWS	£11400	Records from the Counsellor

l.	Establish a system of targeted behavioural interventions to close the Attitude to Learning gap between PP students and non-PP students.	Ongoing	MCB/HOYs	£200	Intervention records Student event summary Parental engagement records
m.	Establish a system of targeted behavioural interventions to close the Attitude to Learning gap between PP students and non-PP students.	Ongoing	MCB/HOYs	£200	Intervention records Student event summary Parental engagement records
n.	Further develop the existing breakfast club provision to ensure disadvantaged students have access to affordable nutrition each day.	Oct-17	MCB/CtG Team	£1000	Breakfast club records
o.	Establish a system of homework support sessions for KS3 students (especially PP students)	Oct-17	HODs	£750	Attendance records
p.	Provide free uniform, equipment and resources to targeted PP students.	Ongoing	MCB/HOYs	£3000	Financial records
4. Further improve outcomes for EAL students					
a.	Identify key students for EAL intervention and support.	Oct-17	RDC/FM	N/A	Intervention records Student voice Teacher feedback
b.	EAL intervention set up and commenced.	Oct-17	RDC/FM	£14000	Intervention records Student voice Teacher feedback
5. Accelerate KS4 Progress and further close gaps					
a.	Utilise overstaffing in English, Maths and Science to provide catch-up provision for targeted students.	Oct-17	GC/ES/MD/MSW	N/A	Teacher records Lesson observations Student cohort attainment and progress records
b.	Develop systems to ensure students take effective notes of content, methodology and application across all subjects to create high quality revision material to refer back to	Nov-17	T&L Team/HODs	£600	Student voice Revision session attendance Summer outcomes
c.	Develop and deliver a strategic plan to integrate and develop study skills and revision skills of all students in all year groups	Oct-17	LR	£600	Student voice Revision session attendance Summer outcomes
d.	Distribute resources for students to engage in reflection and goal setting during study skills (e.g. learning journal).	Sep-17	LR/Tutors	£500	Reflection diaries complete within classrooms Tutor voice Study skills LWs Student voice
e.	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-17	LR/Tutors	£300	Letters are evident Student and staff voice
f.	Launch and embed the use of GCSE Pod – provide students with additional revision material outside of Academy time in all subjects (Y9-11)	Oct -17	GC	£4800	RAG meetings STAR data analysis Summer outcomes

g.	Refine the KS4 mentoring process and allocate students to SLT and HoY mentor. Weekly SMS messages to parents	Nov-17	SP/SWM	£200	Records for identified mentors
h.	Provide free English, maths, Science revision guides and past papers for Y10 and 11.	Nov-17	RDC/HODs	£1000	Purchase records
i.	Walking / Talking Mocks delivered for Yr 11	Mar-18	HODs	£1000	External speaker records Student voice
j.	Coordinated programme of KS4 after school P7 and holiday interventions organised	Oct-17	SP	£8000	P7 registers Attendance records
k.	Calendar and deliver targeted revision planning with Y11s and a revision focus period prior to all terminal exams (with PP students prioritised).	Nov-17	SP	£500	Student voice Revision session attendance Summer outcomes
l.	Provide Y11 students with free revision planners to support their revision planning.	Mar-18	LR	£600	Purchase records
m.	Review how students are targeted for P7 and P0 intervention, pizza and coke nights and monitor its attendance and impact (especially by PP students)	Half termly	SP	£300	P7 registers Changes made to programmes
6. Improve outcomes for SEND					
a.	Develop SEND and ASD handbooks to script all processes and expectations	Sep - 17	MCB/DG/SAC	£300	STAR data analysis Student voice
b.	Re-design the ISP and to make the needs of students more explicit to teachers	Sep - 17	MCB/DG/SAC	£200	STAR data analysis Student voice Provision mapper
c.	Termly PLCs focus on the provision for SEND students – Teach Like a Champion techniques	Sep - 17	JO/LR/T&L Team	£500	Staff feedback LW & lesson observation feedback
d.	Launch new seating plan software package to identify more clearly Disadvantaged and SEND students by code E, S, K	Oct - 17	GC	£350	Staff feedback LW & lesson observation feedback
e.	Review how ETAs support students in lessons; especially to support progress of SEND PP pupils.	Dec-17	DG/T&L Team/LAS	N/A	Watch list monitoring Lesson observations
f.	Start SEND transition processes earlier, attend all Y6 reviews and implement extended transition and support for targeted students	Jun - 18	DG/JEC	£500	Transition data records
7. Raise aspirations					
a.	Develop systems to track students at risk of being NEET across all year groups and ensure effective CEIAG in place.	Dec-17	GC/LG	£250	NEET tracking systems

b. Ensure targeted and early CEIAG for KS3 students; especially Y9	Jan-18	RDC/LG	£500	Website records Student attendance records Student voice
c. Ensure all PP students have a careers interview at KS3 and are guided towards appropriate Post 16 pathways.	Jan-18	GC/LG	£4000	Career guidance record keeping NEET figures
d. Provide an Options interview for all PP pupils with relevant member of the senior team.	Mar-18	GC	£150	Career guidance record keeping NEET figures
8. Improve the quality of teaching and learning				
a. Create a bespoke programme for staff on OSP, OTL, AM & ASL pathways	Sep -17	LR	£7500	Teacher evaluations T&L data
b. Coordinate a programme of professional development for staff with a half termly focus on key priorities.	Sep-17	JO/LR/T&L Team	£2000	PLC records Teacher evaluations
c. Make strategic links with further schools to provide direction and collaboration.	Sep - 17	JO/LR	£1000	STAR data analysis DSEs & DDPs
d. Continue to develop existing Magpies links	Sep - 17	JO/KI	£1000	STAR data analysis DSEs & DDPs
e. Relevant staff to attend awarding body training and marking training on all new specifications	Nov - 17	SLT/HODs	£800	STAR data analysis
f. Establish a programme of in-class observations and coaching support for teachers of targeted SEND students to accelerate SEND students' progress	Oct-17	DG/SAC	£250	Coaching session records Watch list records STAR data analysis
g. MITAS – ETA CPD programme launched to increase quality and impact of ETA support	Nov - 17	MCB	£2500	STAR data analysis
h.				
i. Review the range of additional provision for PP pupils provided by ETAs and ensure appropriate staff training to ensure high quality delivery.	Dec-17	DG/T&L Team/LAS	£500	Training records
9. Improve outcomes for Most Able students				
a. PP MA students targeted for Inspire programme and Scholars programme at KS3 and 4.	Oct-17	RDC/LHO	£2500	Scholars programme registers Session records
b. 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.	Feb -18	JEC	£150	Pathway report

c.	Develop a range of trips and visits to enhance the cultural experiences of PP students.	Ongoing	RDC/LR	£4000	Trip records Student voice
10. Improve the quality and impact of Leadership & Management					
a.	Timetable additional KS4 Maths, English and Science for targeted students.	Sep-17	GC	Overstaffing £45000	STAR data analysis
b.	Identify barriers to learning for key PP students and share information with teaching staff to inform planning.	Oct-17	RDC/T&L Team	£100	STAR data analysis Behaviour report Attendance report
c.	Expand the use of the watch Lists to make underperforming students across the Academy and in each subject more explicit	Nov – 17	RDC/T&L Team	£300	STAR data analysis
d.	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 STAR data analysis
e.	Refine the Closing the Gap Team meetings to ensure they focus on the individual needs of students	Oct-17	RDC/CtG Team	N/A	Staff feedback Meeting minutes and outcomes
f.	Utilise PAT to identify students at KS3 and 4 who would benefit from alternative or different provision after each data collection	Dec 17	RDC/CtG Team	N/A	Watch list collation
g.	Develop a range of intervention strategies for White British and Pakistani students falling behind; with a specific focus on KS4 and Year 10 and 11	Feb-17	RDC/CtG Team	£200	Intervention strategy booklet Lesson observations Learning walk evidence
h.	Watch List students identified on SIMs and on teacher's mark-sheets	Oct-17	RDC/DN/JM	N/A	SIMS records LW data tracking
i.	Develop and embed the use of consistent tracking systems for behaviour and attendance across HOY team through Watch list after each STAR.	Sep-17	MCB/RDC	£200	HOY tracking systems Behaviour and attendance reports
j.	Distribute Watch List to staff to make key 'hotspot' students who are not attending, attaining and behaving explicit to staff for targeted intervention.	Sep-17	RDC	£100	Closing the gap booklet Staff voice LW monitoring Student voice
k.	Closing the Gap team interventions reviewed and groups/students amended.	Half termly	RDC	N/A	Records of ALP STAR data analysis Provision Mapper
l.	Closing the Gap tracker interventions.	Half termly	RDC/CtG Team	N/A	Provision mapper
m.	SLT to report to governors on PP students' progress and PP spending through Performance Committee meetings after each STAR.	Termly	SP/RDC	£100	Governor reports

Pupil Premium and Year 7 Catch-Up Premium: Strategic Action Plan 2017-18

n.	Update Pupil Premium Report for website making explicit the spend and impact of PP and Year 7 catch-up funding.	Oct -17	RDC	N/A	Website report fit for purpose
o.	Closing the Gap Provision Map re-launched and used to target and monitor provision and impact of additional provision. Students allocated to intervention bands and range of interventions set up	Nov-17	RDC/CtG Team	£12,000	Intervention records Student voice Teacher feedback
p.	Ensure internal data tracker tracks performance table PP measures.	Nov -17	SP	N/A	STAR data analysis
q.	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-17	JO/RDC/LR/T&L Team	£200	Watch list book monitoring records Feedback to staff records
r.	Develop QA process for Watchlist Feedback to staff – ensure staff are deploying strategies in lessons	Nov – 17	RDC/T&L Team	NA	LW feedback STAR data analysis
s.	Launch and embed the use of Doodle teacher assessment package – ensure greater accuracy of data entry across all subject areas	Dec – 17	SP	£15900	Assessment QA cycle QA crosscheck
t.	Ensure PP is a standing agenda item on all departmental and line management meetings.	Sep-17	JO/RDC/KI	N/A	Meeting minutes
u.	Ensure systems to link PP spending to impact on student outcomes	Nov -17	SP/RDC	N/A	Provision mapper
v.	Monitor and evaluate the impact of all additional provision on progress and attainment using the Provision Mapper / Tracker	Termly	RDC/CtG Team	N/A	Tracker impact evidence
w.	Further develop links and relationships with partner Primary Schools to identify and support underachieving PP students early.	Jun-18	JEC	£600	Primary school initiative records Student numbers
Total				£271,660	

Year 7 Literacy and Numeracy Catch-Up Premium Funding

[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 2016-17 financial year, TCA received £500 for each student eligible for the catch-up funding. In 2017-18, schools will receive the same overall amount of Year 7 catch-up premium funding as in 2016-17. Below is an indicative breakdown of the catch-up premium funding received by TCA:

Criteria	No. of students	Total (£)
Reading only	10	5,000
Maths only	14	7,000
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.

CATCH UP PREMIUM				
Key Actions (How)	Time (When by)	SLT Lead Person and Key Staff (Who)	Cost (£)	Impact Monitoring
Literacy				
Identify new Y7 cohort for literacy ALP and reading support.	Sep-17	RDC/CJW/LR	£36500	Intervention records Student voice Teacher feedback
Numeracy				
Work with the Maths dept to set up a numeracy Alternative Learning Pathway (ALP)	Sep-17	RDC/GC/MD/BE	£46800	STAR data analysis ALP teacher half termly data tracking Student voice
Total			£83300	