

Pupil premium strategy statement – Thornhill Community Academy

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
Name of school	Thornhill Community Academy
Number of pupils in school	932
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Matthew Burton
Pupil premium lead	Bryonny Wrighton
Governor / Trustee lead	Vic White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 330,034.00
Recovery premium funding allocation this academic year	£ 88,476.00
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 (TBC)
Total budget for this academic year <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>	£ 418,510.00

Part A: Pupil premium strategy plan

Statement of intent

For the last few years, the COVID-19 pandemic has brought about a significant level of disruption to young people's education, with disadvantaged students having been hit the hardest both from an academic and pastoral standpoint. This Pupil Premium strategy plan aims to reduce the legacy of the COVID-19 pandemic on students at Thornhill Community Academy and improve the prospects of our students, in particular the disadvantaged. Without the clear objectives, intended outcomes and actions in this plan, there is a real risk that prospects for social mobility will be irreversibly damaged for a generation of young people.

As an Academy, we believe that every student, regardless of their background, should leave us with the qualifications, skills and qualities they need to succeed in life. Disadvantaged students, by their very nature, need additional support and intervention at times to achieve their full potential.

Our statement of intent focusses on the 3 main priorities for this academic year:

- Teaching priorities
- Targeted academic support
- Wider approaches

Our ultimate objectives for our disadvantaged students are to:

- Address academic barriers so that disadvantaged outcomes are the same as non-disadvantaged
- Teachers and leaders help disadvantaged or other vulnerable students to achieve the highest academic standards and P8 and A8 scores for disadvantaged students will narrow in comparison to non-disadvantaged students
- The proportion of disadvantaged students successfully completing EBacc at the end of KS4 will improve to ensure an ambitious curriculum for all
- The progress of disadvantaged students improves, particularly in EBacc subjects
- Provide appropriate and timely interventions to address gaps in learning, academic and pastoral, exacerbated by the COVID-19 pandemic and subsequent attendance profiles
- Raise low levels of literacy and numeracy impacting students' ability to access the curriculum
- Raise reading ages, so reading is not a barrier to attainment
- Continue the wide impactful Academic Tuition Programme to tutor and intervene with our most vulnerable students, particularly disadvantaged students.

- Provide a curriculum and learning experience which raises aspirations and supports students, regardless of background to go onto appropriate education, employment or training
- Provide support for disadvantaged students so that attendance, behaviour and mental or physical health are not barriers to learning

Our current pupil premium strategy plan works towards achieving these strategies by:

- Clearly identifying the challenges facing our disadvantaged students, both academically and in wider academy life
- Having clear intended outcomes and success criteria enabling all involved parties to work towards positive outcomes for disadvantaged students
- Having specific activities which will directly contribute towards the improved outcomes of disadvantaged students
- Regularly reviewing the impact of the interventions, making changes to strategies where necessary and keeping student's outcomes at the centre of all initiatives

This pupil premium strategy plan, works to achieve these objectives through three priority areas:

a) Teaching Priorities

- Continuing to improve the quality of curriculum implementation in supporting students to work on more challenging work, supported by the use of effective quality assurance (QA) mechanisms (both at subject level and whole school)
- Development of a QA team to support the embedding of the above and create an ambitious implementation profile across the whole Academy
- High quality training for middle leaders to enable them to effectively QA work within their subject areas linked to challenging, independent work being embedded
- High quality subject specific and whole school core professional development (CPD).

Staffing costs linked to teaching priorities:

- Primary Teacher Closing the Gap (£45,678.00)
- Staffing of intervention groups, holiday sessions, Saturday School, School-Led Tutoring (£23,951.00)
- Staff CPD to enable staff to see good practice in other schools (£2500.00)
- Partial funding of Lead Practitioners in English, Maths and Science (£45,338)

b) Targeted academic support

- This will include a school led tutoring and catch-up programme using our own expert teachers to help students catch up because of gaps in knowledge caused by school closures and lower attendance following the pandemic (with a particular focus on disadvantaged students)
- The employment of specialist support staff to help with reading catch-up, including phonics
- Targeted academic supported will also be provided via our Ethnic Minority Achievement (EMA) team, use of our ETA's, funding of The Brilliant Club for disadvantaged Most Able Y9 students
- Additional pastoral support for identified vulnerable, disadvantaged students through additional support staff in the pastoral team

Staffing costs linked to targeted academic support:

- Partial funding of the School Improvement Lead with responsibility for Closing the Gap (£21,355.00)
- Disadvantaged Co-ordinator TLR 2a (£4326)
- Pastoral Support Assistants (£21,000)
- 50% of costs associated with school led tutoring (£28,487)
- Partial funding of the EMA coordinator (£11,851.20)
- Partial funding of the EMA teaching assistant (£5,693.20)
- Partial funding of the Assistant Director of Inclusion (£13,310.00)
- Partial funding of 4 x ETAs and one advanced ETA (£21,418.00)
- Brilliant Club (£2,148.00)
- Staffing costs related to targeted support from disadvantaged students accessing Project 25 (£14,500.00)

c) Wider Approaches

These will include a range of strategies but will focus on improving attendance, especially of free school meal (FSM) students, supporting students' social, emotional and mental health (SEMH), improving behaviour and reducing the number of students in the disadvantaged cohort receiving suspensions and permanent exclusions.

Staffing costs linked to wider approaches:

- Partial funding of the Pastoral Attendance Manager (£20,620.50)
- Partial funding of the Designated Safeguarding Lead (£21,832.00)
- Partial funding of five Student Managers (£32,541)
- Partial funding of the Deputy Headteacher with responsibility for behaviour and attendance (£28,540.00)
- Partial funding of SENCO with responsibility for transition of vulnerable students (£5,486.00)
- Student counselling, £450 pw x 38 weeks (£17,271.00)
- Partial funding of Student Support Manager roles – 50% (£19016)

➤ Partial funding of Sports Coaches (£1,895 at present)

£408,756.90

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy impacting students' ability to access the curriculum, which can lead to negative behavioural outcomes, higher suspensions and permanent exclusions.
2	Gaps in student learning, particularly for disadvantaged students, have been exacerbated as a result of COVID-19 and subsequent years with lower attendance profiles, particularly for disadvantaged students. Without remedy, this could lead to lower academic outcomes for disadvantaged students compared to non- disadvantaged students.
3	Following the COVID-19 pandemic and the subsequent two academic years, there has been a significant rise in mental health concerns and safeguarding referrals, particularly for disadvantaged students. This is a barrier to engagement, especially for disadvantaged students and those identified as vulnerable.
4	Poor attendance negatively affecting students' progress, especially the disadvantaged, and those suffering from mental ill health.
5	Owing to a combination of poor attendance, gaps in knowledge, safeguarding issues and mental health concerns, disadvantaged students are more likely to receive suspensions, internal exclusions and permanent exclusions.
6	Disadvantaged students are less likely to engage with extracurricular activities – this includes trips and visits, but also encompasses after school, and holiday, intervention sessions – largely owing to family issues or finance.

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
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<p>Improved literacy skills for disadvantaged students, further closes gaps with non-disadvantaged students</p>	<ul style="list-style-type: none"> • Reading ages for disadvantaged students increase and are in line with non-disadvantaged • Disadvantaged students are supported with their literacy and numeracy through lessons and interventions, impacting positively on their outcomes • Outcomes in English increase, with students showing a greater grasp of fundamental punctuation basics • The reading intervention programme effectively supports those who have the lowest literacy levels • Students, in particular the disadvantaged develop an increased vocabulary range • Students are able to work independently and demonstrate resilience as a result of increased ability to read fluently
<p>There is a negligible difference in outcomes between disadvantaged and non-disadvantaged students</p>	<ul style="list-style-type: none"> • Attainment 8 and Progress 8 measures show that the gap between disadvantaged and non-disadvantaged has narrowed. • KS4 outcomes, particularly in English, are improved for disadvantaged students • The proportion of students successfully completing EBacc at the end of KS4 is at least 65% for 2025 leavers • QA activity demonstrates little variability between disadvantaged and non-disadvantaged students' exercise books and the quality of work produced is of the same standard • Disadvantaged student voice is positive about experiences across the curriculum. • Students, including disadvantage, are able to work independently on tasks aligned with the Golden Threads and learning goals.
<p>The Quality of Education for disadvantaged students is improved and provides a challenging, broad and balanced catch-up curriculum allowing breadth of learning, particularly at</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all, with no narrowing for the disadvantaged • "Golden Threads" are seamlessly woven into schemes of learning across all areas. Schemes of Learning to target misconceptions, gaps in knowledge and teaching are responsive to help • QA activity shows that disadvantaged students are confident, positive and happy with their learning, both in and out of the Academy • High quality bespoke support is in place for disadvantaged SEND students

<p>KS3, to develop knowledge</p>	<ul style="list-style-type: none"> • Students are keen to learn and can see their learning as part of a 'bigger picture', linking to their future and into higher and further education
<p>Mental and physical health concerns are dealt with quickly and effectively, allowing students to engage positively with their education. There is an open and supportive attitude to mental health at TCA and students feel a greater sense of belonging.</p>	<ul style="list-style-type: none"> • Health support and advice is regularly signposted to students and staff • The Student Support Hub offers effective pastoral support, reducing barriers to learning and attainment. • The Academy's work with the local CAMHS and MHST has a striking impact on students' health • Mental health concerns are triaged to appropriate staff members quickly • Health and wellbeing are at the heart of the curriculum with all teachers being teachers of mental health • QA shows that students feel supported and know where to go if support is needed
<p>Attendance of disadvantaged students improves and is broadly in line with non-disadvantaged owing to students feeling a greater sense of belonging.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged students, girls and those with SEND improves and is in line with other groups • Where appropriate, robust actions are implemented and result in an increase in attendance • Daily interrogation of a list of key targeted disadvantaged students is analysed to refine attendance priorities and ensure that disadvantaged students attend well • Students engage personally with and take responsibility for their own attendance via Learning for Life attendance education. • The Attendance Manager is rigorous in his commitment to enforcing high rates of attendance, particularly amongst those who are persistently absent. • Rewards are used to acknowledge excellent or improved attendance and are valued by students • Students recognise the value of attendance and how it correlates with academic outcomes • Parental engagement with the Attendance Matters initiative decreases rates of absenteeism
<p>The number of suspensions and internal exclusions decreases for</p>	<ul style="list-style-type: none"> • Students at risk of permanent exclusion receive a bespoke high-quality education • Permanent exclusions from TCA are low and are below national average

<p>disadvantaged students and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Internal exclusions and suspensions are reduced significantly from the previous year • Leaders are aware of KPIs pertaining to behaviour and put clear actions into place • Internal exclusion does not limit students' access to the curriculum • Disadvantaged students' behaviour is good and they are able to learn in calm, purposeful classrooms • Rewards events have an appropriate representation of disadvantaged students. • There is no difference in the number of B3 sanctions for disadvantaged versus non-disadvantaged • Where required, strategies are implemented effectively and support disadvantaged students to remain in school and reduce negative behaviours • Post 16 apprenticeship/college programmes are in place for disadvantaged students at risk of becoming NEET • Disadvantaged students feel positive about their future because of the careers programme. This has increased students engaged with academic studies post-16
<p>Cultural Capital and extended learning opportunities are designed to provide rich curriculum experiences for all pupils</p>	<ul style="list-style-type: none"> • Culturally rich experiences planned and delivered through the curriculum and extra-curricular activities. • There is a strong take-up by students of the opportunities provided by school. • Character and British values promoted, resulting in the development of students' spiritual, moral, social, cultural, mental and physical awareness. • Careers programme embedded from Year 7 to Year 11, with students prepared for their next stage of education, training or employment • Integrate cultural awareness across the academic curriculum, acknowledging and utilising the cultural capital of students to enrich the learning experience and make academic content more relevant and meaningful. • Disadvantaged students are supported to achieve well through extra 'catch-up' academic support embedded in all curriculum areas • The EMA departmental works with identified female students to raise aspirations Post 16 for this cohort

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: 149,415.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a comprehensive staff CPD program with a focus on:</p> <ul style="list-style-type: none"> • Vocabulary strategies and implementation of Tier 2 vocab via Schemes of Learning • Reading Catch-Up with Phonics Emphasis • Strategies to support disadvantaged students in working independently (You do), and the understanding of 'Golden Knowledge' 	<p><i>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</i> (EEF 2021)</p> <p>Periods of lockdown and time away from face-to-face lessons has led to more pronounced gaps in vocabulary acquisition for a greater number of disadvantaged students. Studies exploring secondary pupils' reading assessment in the autumn term 2020 noted that schools with a high proportion of pupils from disadvantaged backgrounds had learning losses 50% higher than those with fewer disadvantaged pupils. (DfE 2021)</p> <p><i>The educational outcomes of pupils from disadvantaged households in England are significantly lower than their more affluent peers and the gap gets wider as pupils get older</i> (EEF, 2018).</p>	<p>1 & 2</p>
<p>Effective Wave 1 intervention in the classroom meets the needs of SEND students, especially those who are</p>	<p><i>Disadvantaged pupils with SEN support or an Education Health and Care plan (EHCP) were predicted to have significantly lower outcomes, than their disadvantaged peers who did not have some form of SEND identification.</i></p>	<p>1 & 2</p>

disadvantaged and SEND	(National Foundation for Educational Research 2019) A greater proportion of SEND disadvantaged students access support from an EHCP or My Support Plan to help manage their additional needs	
Recruit and retain strong, proven teachers in shortage subjects to ensure ongoing consistency and continuity in education.	<i>Access to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds (EEF 2023)</i> Hiring excellent teachers in areas with shortages reduces the likelihood of students having a worse classroom experience compared to their more advantaged peers.	1, 2 & 3
The reading intervention programme meets the needs of students with the lowest literacy levels from Y7 to Y11 at all levels	<i>Due to the Covid 19 pandemic there is a significant learning loss in literacy and numeracy. This is greatest in the Yorkshire & Humber region (Institute of Education 2021)</i> The basic underpinning principles of literacy are key in ensuring that disadvantaged students are supported to achieve through the curriculum	1

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

Budgeted cost: £94,821.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide academic and reading catch up intervention to support	Between Y8 – Y11, the average of all KS2 scaled scores for reading, writing and maths for disadvantaged	1

<p>increased numbers of students requiring additional reading support. This includes:</p> <ul style="list-style-type: none"> • EMA groups • Phonics Intervention • Catch up reading sessions • Tuition for KS3 students 	<p>students is 3 points below their non-disadvantaged peers, and the average for 'all' students is a further 3 points below national average.</p> <p><i>For disadvantaged students with reading ages below 9, reading interventions will support them to improve these over short-term periods in order to more confidently access the full KS3 curriculum</i></p>	
<p>Use of school-led tutoring and intervention groups for those students not meeting expected outcomes, including:</p> <ul style="list-style-type: none"> • Year 11 students accessing P7/Pizza and Coke Nights/Saturday School/holiday lessons • KS3/Y10 students being identified as underperforming • Additional teaching time within the curriculum for students in need of extra support 	<p><i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exasperated by the Covid 19 Pandemic.</i> (Institute of Education 2021)</p> <p><i>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</i> (DfE School-Led Tutoring Guidance 2021)</p>	1
<p>Extra curricular opportunities are in place for disadvantaged students including:</p>	<p>Most Able disadvantaged statistically fall behind more at secondary school than average ability peers.</p>	2

<ul style="list-style-type: none"> Brilliant Club for Most Able disadvantaged students in Y9 STEM group is established for Most Able disadvantaged to drive aspirations and increased outcomes. 	<p><i>Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement.</i> (Sutton Trust 2015)</p> <p>The 12 students who completed the Scholars Programme in 2021-2022 all achieved a 2.2 or higher. All students have increased aspirations to go onto university.</p>	
<p>Provide a range of equipment to those students who need it including:</p> <ul style="list-style-type: none"> Revision resources Technology including laptops, tablets and wifi connections 	<p>KS4 disadvantaged students are under time pressure to ensure that they learn and remember key knowledge ahead of examinations.</p> <p>Time away from face-to-face teaching means that students have had less time to grasp revision skills and exam technique.</p>	2&3
<p>Provide appropriate ICT equipment for SEND disadvantaged students, to support where required exam access arrangements.</p>	<p>A disproportionately high number of SEND disadvantaged students have access arrangements and require ICT for access arrangements due to lower levels of literacy</p>	2,3 & 5

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

Budgeted cost: £182,964.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trips and extra-curricular opportunities are in place to provide rich cultural capital opportunities and raise aspirations,</p>	<p><i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i></p> <p>(Social Mobility Commission)</p>	2 & 3

especially for the disadvantaged.		
<p>Establish a programme of enrichment learning (linked to students' interests) to enhance functional skills and engagement with education for those students at risk of fixed term/internal exclusion and NEET, including:</p> <ul style="list-style-type: none"> • NEXUS • Project 25 • Academy 21 	<p><i>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</i></p> <p>(Social Mobility Commission)</p>	6
<p>Ensure that wellbeing staff are deployed effectively to:</p> <ul style="list-style-type: none"> • Maintain the work undertaken by Prosper to provide wide reaching attendance, pastoral and academic support • Deliver mental health and wellbeing education • Improve attendance tracking systems and interventions to identify targeted disadvantaged students whose attendance falls below expected 	<p>The wellbeing team offer interventions around mental health and wellbeing, behaviour, bereavement, relationships, self-esteem and self-care, amongst other things.</p> <p>Referrals for mental health concerns, particularly in female students from disadvantaged backgrounds, have been steadily increasing.</p> <p>The recent cost of living crisis means that disadvantaged students run the risk of becoming more disadvantaged. Alternatively, students who were not previously disadvantaged, may fall into this cohort.</p> <p>Disadvantaged students' attendance is around 3% lower than non-disadvantaged students</p>	1,2,3,4,5 &6
Maintain levels of staffing of non-teaching pastoral leaders and	Disadvantaged students are more likely to require greater pastoral support; therefore, capacity is required in order to provide that	4, 5 & 6

SEND specialists in order to support disadvantaged and the vulnerable, with a particular area of focus to be mental health impacting on behaviour and attendance		
Continue to develop an extra-curricular timetable which offers a range of activities for all students, in particular disadvantaged, which is both driven by, and feeds into, the house system	<i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i> (Social Mobility Commission)	4,5, &6
Employ Pastoral Team to provide targeted academic, behaviour and pastoral support for identified disadvantaged students including careers guidance	Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF 2022)	1, 2, 3, 4, 5 & 6
Improve deployment of ETAs to provide appropriate in class support for SEND and disadvantaged students	A greater proportion of SEND disadvantaged students access support from an EHCP or My Support Plan	1,2 & 3

Total budgeted cost: 460,251.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Improved literacy and numeracy skills for disadvantaged students, further closes gaps with non-disadvantaged students</p>	<ul style="list-style-type: none"> • Bespoke reading intervention programme established with a 5 Wave intervention programme. Intervention programme includes the use of Fresh Start Phonics, Lexia and 1:2:1 reading. Since starting in July 2022, this is having a noticeable impact on those students with significantly low reading ages. • Academic Mentor appointed to provide additional classroom support in English and small group intervention. • Reading age comparison from the last academic year indicates that: <ul style="list-style-type: none"> • Year 8 increased by 21 months • Year 9 increased by 23 months • Year 10 increased by 21 months • The Year 7 Reading intervention cohort (Lexia and/or Phonics) has increased by 14 months on average. Of the initial cohort of 30 students, 17 achieved exit criteria • The ERIC reading programme is embedded into the Maths & English curriculum but this approach is being changed for 2023/24. Student voice is positive of this opportunity to read for pleasure but staff voice demonstrates the need for further clarity of approach to ensure students are accessing, and engaging with, high quality texts. • CPD delivered on supporting literacy in the classroom. Departments are researching and embedding subject specific strategies into curriculum plans.
<p>That there is a negligible difference in outcomes between disadvantaged and non-disadvantaged students</p>	<ul style="list-style-type: none"> • 2023 Overall Progress 8 of 0.30, PP -0.02 Vs - Non-PP: 0.41. This is a noticeable increase from 2019 when overall progress was -0.05, PP -0.17 Vs Non-PP 0.01. • Outcomes for English have improved. In 2019, PP outcomes for English were at -0.82 compared with 2023 attainment of -0.4.

	<ul style="list-style-type: none"> • Outcomes for Maths have improved. In 2019 PP outcomes for Maths were 0.1 compared with 2023 attainment of 0.14. • 49% of the 2023 cohort were entered for the EBacc (39.5% disadvantaged), with 24.5% achieving a standard pass (13.2% disadvantaged) and 15% a strong pass (10.5% disadvantaged). This is a significant increase from 2019, when 24% of the cohort were entered, 15% achieved a standard pass and 10% a strong pass. • EBacc figures for Y9 options were at 59.4%. 50% of disadvantaged students are on an EBacc pathway. • QA regularly evidences that there is little to no marked disparity in quality. Disadvantaged students speak highly of the teaching, care and guidance they receive. Deep dives and Ofsted reported that books, and presentation of work, demonstrates negligible difference. • A total of 415 students received tuition, with 4457 hours tuition delivered to mainstream students, and 90 hours delivered to students in the ARP. • SEND CPD has had a positive impact. Teachers and adults are regularly employing effective strategies to support disadvantaged and vulnerable students in the classroom. This has particularly improved for SEND K (SEMH) students, whose Pupil Passports and strategies linked to de-escalation.
<p>The Quality of Education for disadvantaged students is improved and provides a challenging, broad and balanced catch-up curriculum allowing breadth of learning, particularly at KS3, to develop knowledge and cultural capital</p>	<ul style="list-style-type: none"> • Additional English and maths support is offered in short, intensive sessions, which mirror the curriculum content in English and maths. • Very small number of students with an alternative pathway are those with severe SEND requiring intensive support. Only 2 mainstream students in year 11 had a reduced curriculum to enable alternative provision. • Alternative provision is as broad as possible to allow for the range of interventions in place for the KS4 students. Of the three students from the legacy Bridge cohort who left in 2022/23, all

	<p>three are in Post 16, Education, Employment/Training. These students sat and achieved qualifications in English, maths and science. For students once at risk of permanent exclusion, this will have a significant impact on their life chances.</p> <ul style="list-style-type: none"> • The curriculum within the ARP is broad and balanced, and is based in mainstream for all but two, whilst allowing for the specialist intervention required to address the complex communication and interaction needs for the students attending. • By the end of the academic year, a total of 415 students from years 9-11 had received tuition. A total of 4457 hours tuition was delivered. The impact of this can be seen via 2023 outcomes.
<p>Mental health concerns are dealt with quickly and effectively, allowing students to engage positively with their education. There is an open and supportive attitude to mental health at TCA.</p>	<ul style="list-style-type: none"> • During 2022-2023, 177 referrals had been made to Prosper. 57% of the referrals were for Pupil Premium students. Interventions included Therapeutic Story Writing, ELSA, Mental Health First Aid, and Drawing and Talking Therapy. • During 2022-2023, the Life Coach had 30 students on the caseload and the Counsellor had 10 students on the caseload. • The Mental Health Support Team (MHST) dealt with 12 referrals during 2022-2023. The Family Worker from MHST has delivered sessions to parents to support them with challenging situations. • Mental health provision has had a positive impact on attendance, with whole school attendance being 92.5% and Pupil Premium attendance being 89.7%. • TCA achieved the Carnegie School Mental Health Award at Gold level, which is a rare accomplishment.
<p>Attendance of disadvantaged students improves and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Attendance for 2022/23: <ul style="list-style-type: none"> • Whole school – 91.3% • Pupil Premium – 88.3% • Not Pupil Premium – 92.8% • EHCP – 85.9% • SEN Support – 87.1% • No SEND – 92.5% • Girls – 91.3% • Boys – 91.3%

	<ul style="list-style-type: none"> • Four prosecutions were attempted in 2022/23 and one was successful. • Reward initiatives were implemented and student voice was complimentary. 												
The number of fixed term and internal exclusions decreases for disadvantaged students and is broadly in line with non-disadvantaged	<ul style="list-style-type: none"> • Pastoral Support Assistants and Student Managers employed in 2022/23 have made a positive impact in reducing negative behaviour over time. • In 2022/23 there were five permanent exclusions, all of whom were either SEND K or PP students (two of whom were both). <table border="1"> <thead> <tr> <th>Suspensions</th> <th></th> <th>%</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>DISADV</td> <td>%</td> <td>29.5</td> <td>86</td> </tr> <tr> <td>NON DISADV</td> <td>%</td> <td>15.4</td> <td>95</td> </tr> </tbody> </table>	Suspensions		%	Number	DISADV	%	29.5	86	NON DISADV	%	15.4	95
Suspensions		%	Number										
DISADV	%	29.5	86										
NON DISADV	%	15.4	95										

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Life coaching	Choices Life Coaching
Counselling	Wendy Trickett
Boxing	Rawthorpe Boxing club

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.