

Secondary Pupil Premium strategy

1. Summary information					
School	Thornhill Community Academy				
Academic Year	2019-20	Total PP budget	£264,400	Date of most recent PP Review	09/04/2019
Total number of pupils	898	Number of pupils eligible for Pupil Premium funding	285 (31.7%)	Date for next internal review of this strategy	01/12/2019

2. Current attainment for PP		
	Students eligible for PP (your school)	Students not eligible for PP (national average)
Progress 8 score average	-0.2	0.13
Attainment 8 score average	39.32	50.1
5+ in English and maths	32%	50%
4+ in English and maths	46%	71%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poor literacy and numeracy skills and significant gaps in disadvantaged students' knowledge
B.	Gaps in disadvantaged students' knowledge, predominantly in English
C.	Poor ability to recall knowledge for disadvantaged students
<i>Additional barriers (including action outside school, such as low attendance rates)</i>	
E.	Poor behaviour from a minority of disadvantaged students, predominantly boys
F.	Less time for home study for disadvantaged students
G.	Lack of cultural capital and aspiration for disadvantaged students
H.	Lower attendance rates for disadvantaged students
4. Intended outcomes (specific outcomes and how they will be measured)	
Success criteria	

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A.	Continue to improve literacy skills for identified disadvantaged students and close gaps in learning	
B.	Continue to improve numeracy skills for identified disadvantaged students and close gaps in learning	<ul style="list-style-type: none"> • Improved quality of education for disadvantaged students • Reading ages for significant majority of disadvantaged students are able to access the mainstream curriculum (9+) • Disadvantaged students' use of the Library is increased through them borrowing more challenging texts in line with the Academy's reading lists • Disadvantaged students' English outcomes improve and are broadly in line with other students • Disadvantaged students' perceptions of their ability to access the curriculum are positive from a literacy and numeracy perspective • QA of literacy and numeracy Alternative Learning Pathway lessons is positive • Early intervention is predominantly aimed at KS3 students, leading to fewer disadvantaged students requiring intensive literacy and numeracy support into KS4
C.	Further improve behaviour and attendance, particularly for disadvantaged boys, and close gaps for disadvantaged groups	<ul style="list-style-type: none"> • Disadvantaged students' attendance is broadly in line with non disadvantaged peers • Attendance reports indicate improving patterns of attendance for identified students • Students of concern have a My Support Plan (MSP) in place and regularly monitored • The Bridge is used to meet the needs and improve behaviour and attendance of the most vulnerable disadvantaged students • Student and parent voice activity

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		<p>indicates perceptions of attendance and behaviour whilst at TCA are changing positively</p> <ul style="list-style-type: none"> • A range of staff are in place with clear roles and responsibilities, supporting disadvantaged students to make positive progress in attendance and behaviour, including holding parents to account
D.	Further improve outcomes for disadvantaged students, including disadvantaged EAL students	<ul style="list-style-type: none"> • The Ethnic Minority Achievement (EMA) Team identify and intervene with targeted disadvantaged students based on accurate data gleaned from pastoral and academic sources • Intervention is diagnostic, supportive and meets students' needs • Disadvantaged EAL students' and parents' views are positive and change mindsets towards TCA
E.	Continue to accelerate KS4 progress and further close gaps for disadvantaged students, especially in English	<ul style="list-style-type: none"> • The leadership of the department considers disadvantaged students' progress as a priority and addresses concerns where required • English lessons give disadvantaged students the opportunity to work in a calm, purposeful environment • English classes are taught with precision, offer opportunities for disadvantaged students to work independently, and verbal feedback is given to disadvantaged students as a priority • Teachers use TCA intervention resources to signpost disadvantaged students towards revision materials • Disadvantaged students' setting is prioritised to offer them, where appropriate, a higher level content from higher sets

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F.	Further improve KS4 outcomes for disadvantaged SEND and most able students	<ul style="list-style-type: none"> Disadvantaged students are given free revision guides in English, Maths and Science and are supported to use them through precise and bespoke intervention plans Disadvantaged students' progress is closely monitored and appropriate interventions and adjustments are made in order to ensure that they achieve well QA indicates that disadvantaged students' provision within all lessons at KS4 is strong and that disadvantaged students' needs are met, either through SEND-specific strategies which help them to excel or extended activities which further stretch students' abilities for the most able SEND students' progress is closely tracked and monitored by the Director of Inclusion, who regularly reframes and reshapes ISPs to support teachers to improve outcomes and engagement from disadvantaged students
G.	Continue to work to raise aspirations for disadvantaged students, including access to further education, employment options and apprenticeships	<ul style="list-style-type: none"> Potential disadvantaged NEET students are identified in KS3 and are fast-tracked to careers guidance Work experience and college visits for disadvantaged students are individually curated and targeted individually Disadvantaged students are closely mentored at KS4 and are encouraged towards appropriate next steps NEET figures for disadvantaged students are low and are closely monitored
H.	Improve the Quality of Education for disadvantaged students – ensure that clear intent is in place with a challenging, broad curriculum for all, opportunities to recall knowledge and opportunities to develop cultural capital	<ul style="list-style-type: none"> Cultural capital is built for disadvantaged students through educational trips, visits and experiences in and out of the

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		<p>Academy</p> <ul style="list-style-type: none"> • A newly appointed Associate Assistant Headteacher is in place to track extra curricular opportunities for disadvantaged students and support their attendance at a range of sessions • A clear statement of intent for TCA's mission for disadvantaged students is in place and addressed by all departments • A heightened level of challenge is in place for disadvantaged students across TCA and 'scaffolding' is in place to support them to meet the challenge • Perceptions of disadvantaged students are positive; they are clear about what is expected of them, their targets, their next steps, and they feel valued at TCA
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Planned expenditure					
Academic year	2019-20				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When and how will you review implementation/impact?

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<p>a) Further improve KS4 outcomes for disadvantaged SEND and most able students</p>	<p>Disadvantaged students are given free revision guides in English, Maths and Science and are supported to use them through precise and bespoke intervention plans</p> <p>Disadvantaged students' progress is closely monitored and appropriate interventions and adjustments are made in order to ensure that they achieve well</p> <p>QA indicates that disadvantaged students' provision within all lessons at KS4 is strong and that disadvantaged students' needs are met, either through SEND-specific strategies which help them to excel or extended activities</p>	<p>SEND and disadvantaged progress outcomes 2019:</p> <table border="1" data-bbox="616 279 967 726"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>SEND E</td> <td>-1.38</td> </tr> <tr> <td>SEND K</td> <td>-0.93</td> </tr> <tr> <td>Non SEND</td> <td>0.14</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.19</td> </tr> <tr> <td>Non disadvantaged</td> <td>0.02</td> </tr> <tr> <td>MA</td> <td>0.14</td> </tr> <tr> <td>DMA</td> <td>0.01</td> </tr> </tbody> </table>	Category	Progress	SEND E	-1.38	SEND K	-0.93	Non SEND	0.14	Disadvantaged	-0.19	Non disadvantaged	0.02	MA	0.14	DMA	0.01	<p>Progress meetings fortnightly to discuss key students' progress and gaps in knowledge with actions plans of how to address them</p> <p>QA of departments through 'deep dives' as part of SHARE peer review and internal QA</p> <p>QA of teaching and learning through drop ins, paired with subject leader/Head of Department</p> <p>Outcome scrutiny following KS4 data collection and liaison with key stakeholders to ensure gaps in knowledge are closed</p> <p>Student voice exercise to ascertain students' perceptions of progress and curriculum at KS4</p>	<p>LR MJD ES</p>	<p>Termly STAR data review of the progress of disadvantaged and most able students by DHT for data</p> <p>Half termly reviews of SEND student progress via SEND lead</p> <p>Closing the Gap student voice documentation created following STAR data reports. Progress and findings to be shared with all relevant staff</p> <p>Review of QA findings and interventions and action plan created as required.</p>
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DMA	0.01																				

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	which further stretch students' abilities for the most able				
b) Improve the Quality of Education for disadvantaged students – ensure that clear intent is in place with a challenging, broad curriculum	<p>Cultural capital is built for disadvantaged students through educational trips, visits and experiences in and out of the Academy</p> <p>A clear statement of intent for TCA's mission for disadvantaged students is in place and addressed by all departments</p> <p>A heightened level of challenge is in place for</p>	<p>Ofsted inspection framework: <i>'leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged...the knowledge and cultural capital they need to succeed in life'</i></p>	<p>Regular and robust line management from senior to middle leaders with a standing agenda item focusing on curriculum design and progress therein</p> <p>QA activity, as mentioned above with a focus on disadvantaged students' work</p> <p>Curated student voice exercises as part of 'deep dives' investigating disadvantaged students' perceptions on their curriculum at all years</p> <p>Annual SHARE MAT student survey ascertaining disadvantaged students' views on their curriculum offered in</p>	SP ELS	<p>Written reports detailing outcomes/findings from departmental 'deep dives'</p> <p>Findings from termly QA activities, including 'Drop Ins', work scrutiny and student voice</p> <p>Findings from annual SHARE MAT student survey ascertaining disadvantaged students' views</p> <p>Half termly QA of schemes of learning via SLT line managers</p>

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<p>m for all, opportunities to recall knowledge and opportunities to develop cultural capital</p>	<p>disadvantaged students across TCA and 'scaffolding' is in place to support them to meet the challenge Perceptions of disadvantaged students are positive; they are clear about what is expected of them, their targets, their next steps, and they feel valued at TCA</p>		<p>all subjects</p> <p>Schemes of learning identify where cultural capital gaps are barriers to success and leaders can articulate where these are overcome</p>		
<p>Total budgeted cost</p>					<p>£37,939</p> <ul style="list-style-type: none"> • Revision guides • Director of SEND • Heads of Department • Trips and visits for disadvantaged students
<p>ii. Targeted support</p>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>c) Continue to improve literacy and numeracy</p>	<p>Improved quality of education for disadvantaged students</p> <p>Reading ages for significant majority of</p>	<p>Whilst numbers on roll are growing and average ability of cohorts is increasing, there remains a significant number of students who arrive at TCA with significantly below average KS2 outcomes (reading and/or mathematics)</p>	<p>QA processes detailed above</p> <p>Half termly reading tests to ascertain students' progress</p> <p>Rates of students transitioning from Alternative Learning Pathway into mainstream</p>	<p>DG CJW RH</p>	<p>Data from half termly reading tests for students on the ALP pathway</p> <p>Half termly review of the quality of students work produced in ALP lessons</p>

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<p>skills for identified disadvantaged students and close gaps in learning and facilitate transition into mainstream when RA of 9.5 is attained</p>	<p>disadvantaged students are able to access the mainstream curriculum (9+)</p> <p>Disadvantaged students' use of the Library is increased</p> <p>Disadvantaged students' English outcomes improve and are broadly in line with other students</p> <p>Disadvantaged students' perceptions of their ability to access the curriculum are positive from a literacy and numeracy perspective</p> <p>QA of literacy and numeracy Alternative Learning Pathway lessons is positive</p>	<p>and there is a complete correlation (in current Y7) between students requiring significant additional intervention and disadvantage</p>	<p>English/Maths lessons will increase, allowing further focused intervention for identified disadvantaged students</p>	<p>Termly STAR data review of the progress made by students on the ALP pathway by ALP teacher and the DHT for data</p> <p>Termly review of library borrowing figures by disadvantaged students</p> <p>Findings from termly QA activities, including 'Drop Ins', work scrutiny and student voice</p>
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<p>d) Further improve outcomes for disadvantaged students, including disadvantaged aged EAL students</p>	<p>The Ethnic Minority Achievement (EMA) Team identify and intervene with targeted disadvantaged students based on accurate data gleaned from pastoral and academic sources</p> <p>Intervention is diagnostic, supportive and meets students' needs</p> <p>Disadvantaged EAL students' and parents' views are positive and change mindsets towards TCA</p> <p>The EMA team provides robust family support, EAL support for students who require language acquisition to be developed and</p>	<p>Progress for groups predominantly benefiting from the EMA team:</p> <table border="1" data-bbox="616 327 965 459"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>-0.06</td> </tr> <tr> <td>Pakistani boys</td> <td>-0.49</td> </tr> </tbody> </table>	Category	Progress	EAL	-0.06	Pakistani boys	-0.49	<p>Robust line management of EMA team with focus on EAL engagement</p> <p>QA of provision through pastoral review</p>	<p>FM HM NCH</p>	<p>Termly QA of EMA intervention via parent/carer voice and student voice</p> <p>Termly STAR data review of EAL student outcomes by EMA lead and DHT for data QA of intervention provided by the MEA team via 'Deep Dive' approach</p> <p>Half termly review of behaviour data for EAL students as part of the Academy behaviour report</p> <p>Half termly liaison between HOY & the EMA team to review the extent to which EMA students and those who have newly arrived to the Academy are engaging with Academy life</p>
Category	Progress										
EAL	-0.06										
Pakistani boys	-0.49										

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	opportunities to embed cultural capital throughout their intervention sessions												
Total budgeted cost					£75,851 <ul style="list-style-type: none"> • ALP teachers • Lexia software package • EMA team 								
iii. Support whole school strategies													
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?								
e) Further improve behaviour and attendance, particularly for disadvantaged boys, and close gaps for disadvantaged groups	<p>Disadvantaged students' attendance is broadly in line with non disadvantaged peers</p> <p>Attendance reports indicate improving patterns of attendance for identified student</p> <p>Students of concern have a My Support Plan (MSP) in place and regularly monitored</p> <p>The Bridge is used</p>	<p>Attendance rates for disadvantaged students is below that of their non disadvantaged peers and exclusion rates are higher</p> <p>Attendance of disadvantaged boys is lower than for their non disadvantaged peers and exclusion rates are higher</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>93.14</td> </tr> <tr> <td>Non disadvantaged</td> <td>95.70</td> </tr> <tr> <td>Disadvantaged</td> <td>93.52%</td> </tr> </tbody> </table>	Category	Attendance	Disadvantaged	93.14	Non disadvantaged	95.70	Disadvantaged	93.52%	<p>All appropriate TCA/SHARE MAT QA procedures (detailed above) in place for lessons/provision in The Bridge through regular line management</p> <p>Line management of The Bridge Manager through Deputy Headteacher (Pastoral)</p>	GC NCH CA HOY	<p>Half termly review of attendance figures for disadvantaged students and disadvantaged boys.</p> <p>Fortnightly review of attendance interventions for priority disadvantaged students</p> <p>Half termly review of behaviour data for disadvantaged students and disadvantaged boys as part of the Academy behaviour report</p> <p>Fortnightly review meetings with HOY and DHT for behaviour to review impact of behaviour interventions for priority disadvantaged students</p> <p>Half termly review of students of concern</p>
Category	Attendance												
Disadvantaged	93.14												
Non disadvantaged	95.70												
Disadvantaged	93.52%												

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	<p>to meet the needs and improve behaviour and attendance of the most vulnerable disadvantaged students</p> <p>Student and parent voice activity indicates perceptions of attendance and behaviour whilst at TCA are changing positively</p> <p>Clear processes are in place to ensure that the Attendance Officer and Heads of Year prioritise absence of disadvantaged students</p>	<table border="1" data-bbox="607 151 949 327"> <tr> <td>ged boys</td> <td></td> </tr> <tr> <td>Non disadvantaged boys</td> <td>95.99%</td> </tr> </table> <p>The Bridge has been highlighted as a huge strength of the Academy by peer reviews, and through Jim McGrath's 2019 disadvantaged review of provision</p>	ged boys		Non disadvantaged boys	95.99%			<p>on My Support Plan</p> <p>Half term creation and review of Bridge impact reports</p> <p>Findings from annual SHARE MAT student survey ascertaining disadvantaged students' views</p>
ged boys									
Non disadvantaged boys	95.99%								
<p>f) Continue to accelerate KS4 progress</p>	<p>The leadership of the department considers disadvantaged students' progress as a</p>	<p>2019 outcomes in English, particularly for disadvantaged students, were significantly below average:</p>	<p>See QA protocols for action (a), above</p>	<p>MCB SP ES</p>	<p>English RAG review meetings with a focus on KS4 current attainment and the impact of interventions</p> <p>Internal and external QA of the English</p>				

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<p>and further close gaps for disadvantaged students, especially in English</p>	<p>priority and addresses concerns where required</p>	<table border="1"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.34</td> </tr> <tr> <td>Non disadvantaged</td> <td>-0.28</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.59</td> </tr> <tr> <td>Non disadvantaged boys</td> <td>-0.67</td> </tr> <tr> <td>Disadvantaged boys</td> <td>-0.89</td> </tr> </tbody> </table>	Category	Progress	All	-0.34	Non disadvantaged	-0.28	Disadvantaged	-0.59	Non disadvantaged boys	-0.67	Disadvantaged boys	-0.89	<p>English has been highlighted as an area of improvement through peer reviews and internal QA processes; long term issues need to be unpicked and focus and investment need to remain on changing the culture and ethos of the department, particularly for disadvantaged students</p>	<p>department</p>
	Category	Progress														
	All	-0.34														
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<p>English lessons give disadvantaged students the opportunity to work in a calm, purposeful environment</p>																
<p>English classes are taught with precision, offer opportunities for disadvantaged students to work independently, and verbal feedback is given to disadvantaged students as a priority</p>																
<p>Teachers use TCA intervention resources to signpost disadvantaged students towards revision materials</p>																
<p>Disadvantaged students benefit</p>																

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	<p>from smaller sets and greater contact from teachers</p> <p>A range of strategies benefit students in development of their vocabulary, leading to improvements in written responses through work in exercise books</p>				
<p>Continue to work to raise aspirations for disadvantaged students, including access to further education, employment options and apprenticeships</p>	<p>Potential disadvantaged NEET students are identified in KS3 and are fast-tracked to careers guidance</p> <p>Work experience and college visits for disadvantaged students are individually curated and targeted individually</p> <p>Disadvantaged students are closely mentored</p>	<p>NEET figures for disadvantaged students are higher than for their non-disadvantaged peers</p> <p>Attendance at, and engagement with, extra-curricular opportunities pertaining to future pathways are less positive for disadvantaged students and this needs to be a focus to continue to reduce NEET figures for these students</p>	<p>Regular review of potential NEET students and frequent checks of applications</p> <p>Monitoring of disadvantaged students' attendance at careers events, college and sixth form open events and taster days</p> <p>QA of provision in The Bridge for Y11 leavers to ensure that careers pathways are in place and students are actively engaged</p>	<p>ELS SF SK</p>	<p>Half termly Bridge impact reports to include summary of careers and raising aspirations interventions carried out that half term</p> <p>Ongoing tracking of work experience and college visit opportunities for disadvantaged students</p> <p>Half termly meetings between SLT mentors and Y11 disadvantaged students to 'touch base', be a point of contact and provide careers guidance</p>

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	<p>at KS4 and are encouraged towards appropriate next steps</p> <p>NEET figures for disadvantaged students are low and are closely monitored</p>				
Total budgeted cost					<p>£150,610</p> <ul style="list-style-type: none"> • Attendance Officer • The Bridge Advanced ETA and resourcing • Heads of Year • Overstaffing in English through Director of English recruitment • C&K Careers • AHT Curriculum & Pathways

6. Review of expenditure

Previous Academic Year	2018-2019			
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Continue to	Students from	A Pupil Premium Review Visit conducted by an	This is a priority area for the Academy and a key area of	£12, 550

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<p>accelerate KS4 progress and further close gaps for disadvantaged students, especially in English</p>	<p>disadvantaged, or disadvantaged SEND, backgrounds achieve as well as their non-disadvantaged peers and are not held back by their disadvantage</p> <p>Students are able to make progress in line with non-disadvantaged students nationally</p>	<p>OFSTED trained consultant identified that leaders are keen to ensure that they make a positive difference to the lives of disadvantaged pupils. As a result, overall progress for disadvantaged pupils has improved over time and is similar to other pupils' nationally.</p> <p>However, 2019 outcomes in English, particularly for disadvantaged students, was significantly below average. This is an ongoing trend.</p> <table border="1" data-bbox="712 635 1093 1077"> <thead> <tr> <th>Category</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.34</td> </tr> <tr> <td>Non disadvantaged</td> <td>-0.28</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.59</td> </tr> <tr> <td>Non disadvantaged boys</td> <td>-0.67</td> </tr> <tr> <td>Disadvantaged boys</td> <td>-0.89</td> </tr> </tbody> </table> <p>English has been highlighted as an area of improvement through peer reviews and internal QA processes; long term issues need to be unpicked and focus and investment need to remain on changing the culture and ethos of the department, particularly for disadvantaged students</p>	Category	Attendance	All	-0.34	Non disadvantaged	-0.28	Disadvantaged	-0.59	Non disadvantaged boys	-0.67	Disadvantaged boys	-0.89	<p>focus for the 2019/2020 Secondary Pupil Premium strategy see iii) Support whole school strategies action f</p>	<ul style="list-style-type: none"> • Overstaffing in English • Recruitment for new Director of English and CPD to support leadership development
Category	Attendance															
All	-0.34															
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<p>Further improve outcomes for disadvantaged groups: SEND and most able</p>		<p>SEND, most able and disadvantaged progress outcomes 2019:</p> <table border="1" data-bbox="712 268 1243 667"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>SEND E</td> <td>-1.38</td> </tr> <tr> <td>SEND K</td> <td>-0.93</td> </tr> <tr> <td>Non SEND</td> <td>0.14</td> </tr> <tr> <td>Disadvantaged</td> <td>-0.19</td> </tr> <tr> <td>Non disadvantaged</td> <td>0.02</td> </tr> <tr> <td>MA</td> <td>0.14</td> </tr> <tr> <td>DMA</td> <td>0.01</td> </tr> </tbody> </table> <p>The number of SEND students is small and outcomes in some cases are dependent on individual students. It is difficult to draw comparisons between cohorts.</p> <p>There is now enhanced transition in place for students with EHC plans. (SEND was an AFI in the May 2017 Ofsted report). Support for vulnerable students starts at the beginning of Year 6. Visits to primary feeder Schools now taking place to establish appropriate ISPs prior to September start.</p> <p>There has been an Academy wide shift in the approach to SEND support in the classroom. Whole school movement away from the “velcro” approach. ETAs monitored through drop-ins.</p>	Category	Progress	SEND E	-1.38	SEND K	-0.93	Non SEND	0.14	Disadvantaged	-0.19	Non disadvantaged	0.02	MA	0.14	DMA	0.01	<p>Staff CPD to continue to introduce and embed the TCA 10 strategies.</p> <p>SEND CPD to continue to be delivered. QA to continue assess the effectiveness of this provision.</p> <p>Most able CPD to continue to be delivered. QA to continue assess the effectiveness of this provision.</p>	<p>£5, 744</p> <ul style="list-style-type: none"> • Director of SEND • CPD • Enhanced transition process • Brilliant Club
Category	Progress																			
SEND E	-1.38																			
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		<p>Following each STAR data review a SEND watchlist is generated. ETAs aware of SEND watchlist students and appropriate CPD put in place.</p> <p>Most able students make positive progress. A significant amount of staff CPD has taken place to make the classroom a more challenging and independent learning environment. PiXL Thinking Hard strategies have been launched via CPD to staff and beginning to be evidenced via QA.</p> <p>The Brilliant Club and a focus on raising aspirations via the careers programme is having a positive impact on disadvantaged most able students.</p>		
<p>Improve the level of challenge in lessons for disadvantaged students through a focus on meeting need through quality first teaching</p>	<p>Students are more engaged in more challenging content</p> <p>There is significantly less 'teacher talk' and more independent written work</p> <p>Teachers offer less help to students, instead building resilience to ensure that they find their</p>	<p>QA via Drop Ins, work scrutiny, SHARE MAT QA and external QA indicates that lessons are more challenging. Further work needs to continue to build students independence and confidence.</p> <p>Do Now tasks have been successful in creating an independent climate for learning.</p> <p>Staff CPD has been delivered on strategies to foster independence in the classroom.</p> <p>Schemes of learning have been written to reflect the expectations of KS4. KS3 schemes of learning currently reflect a two year KS3. This</p>	<p>When analysing the setting of disadvantaged pupils, leaders noticed over-representation in some lower-middle and lower sets. Disadvantaged students' setting is to be prioritised to offer them, where appropriate, a higher-level content from higher sets.</p> <p>Programmes of study and schemes of learning at KS3 will continue to be reviewed over the 2019/2020 academic year to ensure they offer an ambitious curriculum and build a broad and deep level of knowledge for all pupils, including the disadvantaged.</p>	<p>£10, 050</p> <ul style="list-style-type: none"> Senior DHT T&L Facilitators for CPD Heads of Departments

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	own solutions to tasks Curriculums are challenging and KS3 content prepares students for the rigour and expectations of KS4	will be changed to reflect the switch to a three year KS3.		
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Continue to improve literacy/numeracy skills and close gaps in learning for disadvantaged students	Improvements in reading ages for students identified as being below functional Reintegration of ALP students into mainstream curriculum Provide numeracy support to enable low ability disadvantaged students to succeed within mainstream maths lessons	ALP numeracy and literacy group established for students significantly below expectation. Primary teachers employed to deliver this bespoke curriculum. Appropriate students were identified for this pathway and termly reviews of their progress were used to establish whether they had made sufficient progress for reintegration into the mainstream curriculum. The curriculum for students undertaking the ALP pathway was reviewed to ensure they had access to both Humanities and Languages. This proved to be beneficial in terms of easing students back into the mainstream curriculum upon achievement of expected literacy/numeracy levels. The ALP initiative has proved successful at increasing the reading age of students. 92% of	This continues to be an area of priority for 2019/2020. There continues to be a significant number of students arriving at TCA who are significantly below average KS2 outcomes (reading and/or mathematics). There continues to be a clear correlation between students requiring significant additional intervention and disadvantage. The ALP pathway will continue with early intervention predominantly aimed at KS3 but with closer links to mainstream, with students undertaking interventions for periods of time before returning to the full mainstream curriculum. The maths mastery approach will not continue for students on the ALP pathway. This approach was felt to be too restrictive in terms of pace and progress.	£61, 191 <ul style="list-style-type: none">ALP teacherAHT Curriculum and Pathways

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		<p>Y7 ALP students and 100% of Y8 students increased their reading age, many of these by more than one year.</p> <p>Disadvantaged and low ability disadvantaged maths outcomes for 2019:</p> <table border="1" data-bbox="710 419 1281 639"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Non Disadvantaged</td> <td>0.32</td> </tr> <tr> <td>Disadvantaged</td> <td>0.00</td> </tr> <tr> <td>Low ability disadvantaged</td> <td>0.00</td> </tr> </tbody> </table> <p>All groups make positive progress. Work continues to close the gaps between disadvantaged and non-disadvantaged students in maths.</p>	Category	Progress	Non Disadvantaged	0.32	Disadvantaged	0.00	Low ability disadvantaged	0.00		
Category	Progress											
Non Disadvantaged	0.32											
Disadvantaged	0.00											
Low ability disadvantaged	0.00											
<p>Further improve outcomes for disadvantaged EAL students</p>	<p>Disadvantaged EAL students are more engaged in TCA life</p> <p>Students' access to the curriculum is better developed as a result of diagnostic therapies to develop acquisition of language and attitudes towards school</p>	<p>The EMA team provides robust family support and EAL support for students who are at varying stages of English language acquisition.</p> <p>Student voice and parent/carer voice indicates that the EMA team have a significant impact on the lives of EAL students at the Academy, particularly in areas outside of the academic.</p> <p>Progress outcomes for 2019 relating to EAL students are as follows:</p> <table border="1" data-bbox="710 1477 1281 1520"> <thead> <tr> <th>Category</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Category	Progress			<p>Strong work is currently in place to meet the needs of EAL students both within and outside the classroom.</p> <p>The outcomes of Pakistani boys needs to be an area of focus both as part of the work of the EMA team but also within the classroom. This directly relates to the priority to improve the outcomes of boys at the Academy.</p>	<p>£23, 455</p> <ul style="list-style-type: none"> EMA team and resources 				
Category	Progress											

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Parents of disadvantaged EAL students are significantly more aware of TCA's ethos and expectations	Non Disadvantaged	0.02
	EAL	-0.06
	Pakistani Boys	-0.49

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Further improve behaviour and attendance for disadvantaged students and close gaps	<p>Improved ATOL for disadvantaged students across TCA</p> <p>Reduction in FTEs for disadvantaged students</p> <p>Increase in attendance for disadvantaged students in order that they are statistically not dissimilar from their non disadvantaged peers</p>	<p>Attendance tracking systems were refined to be more robust with disadvantaged students prioritised.</p> <p>Regular attendance team meetings to review PA students. Attendance Action Plans (ASPs) in place and reviewed with HOY. Attendance review panel meetings held.</p> <p>Strategies are in place (safeguarding home visits, third day absence visits, letters and prosecution procedures). AO currently issuing warning and prosecution notices for PA students. Further strategies to be put into place. Reward interventions are in place for attendance.</p> <p>However, attendance rates for disadvantaged students continue to be below that of their non disadvantaged peers and exclusion rates are</p>	The robust attendance procedures will continue as attendance reports do indicate an improving pattern of attendance for identified students. TCA will continue to work with SHARE MAT to QA all appropriate attendance and behaviour procedures.	<p>£124, 206</p> <ul style="list-style-type: none"> • Attendance Officer • Heads of Year • Resourcing of The Bridge through proportion of teaching staff • DHT Pastoral

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		<p>higher. Attendance of disadvantaged boys in lower than for their non disadvantaged peers and exclusion rates are higher.</p> <p>The BT Way provides clear structure for student behaviour. A 2019 Pupil Premium Review identified that ‘The school is a calm place to be. Pupils are clear about what is expected of them. Pupils say they know they are expected to work hard and be nice. Pupils focus well on their work and behave appropriately.’</p>		
Continue to work to raise aspirations for disadvantaged students	<p>Ensure that at-risk disadvantaged students do not become NEET</p> <p>Development of pathways to employment and opportunities to sample further and higher education opportunities</p> <p>Careers guidance for disadvantaged students ensures that interviews are in place for all KS3 students before options process</p>	<p>A significant amount of work has taken place to raise the aspirations of disadvantaged students.</p> <p>An AHT has been appointed to oversee the provision of careers guidance with a particular focus on raising aspirations for disadvantaged students.</p> <p>Data indicates that an above average proportion of pupils continue in education or employment with training after leaving school.</p> <p>A Careers Map which spans 5 years has been established following Compass audit review. The careers team meets regularly (attended by representatives for SEND and the Bridge).</p> <p>Guest speakers are included within the Careers Map to raise the aspirations of students. For</p>	<p>There will continue to be a focus on the raising of aspirations for disadvantaged students in 2019/2020 as NEET figures for disadvantaged students are still higher than for their non-disadvantaged peers.</p> <p>The good practice and strategies established in 2018/2019 will be refined and reinforced.</p> <p>The Bridge will become an area of focus with regular QA to take place to ensure that Y11 leavers careers pathways are in place and students are actively engaged.</p>	<p>£5, 600</p> <ul style="list-style-type: none"> • C&K Careers package • Brilliant Club

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		<p>example STEM speakers in Y7.</p> <p>Disadvantaged students in Y9-Y11 are targeted for careers interviews with Surreiya Kofi as part of the CK package. Findings from these interviews were then used to inform and organise appropriate college taster sessions.</p> <p>In 2018/2019 more students than ever attended taster sessions at local colleges and Internships were arranged during the summer for employability workshops</p> <p>The 2019 Pupil Review identified that The 'Brilliant Club' and work placements have been very successful in raising the aspirations of disadvantaged pupils'</p> <p>Y8 students and parents were invited to an Options Evening. SLT interviews given to all Y8 students prior to the selection of options subjects – aspirational and ambitious curriculum encouraged</p>		
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<p>Continue to develop leadership and management, to ensure a bespoke, appropriate curriculum pathways to meet the needs and aptitudes of disadvantaged students</p>	<p>Use of The Bridge to meet the needs of the most vulnerable disadvantaged students through block placements</p> <p>Development of flexible use of The Bridge and BS to offer support and mentoring to students 'at risk' of FTE or who are identified through their behavioural patterns</p> <p>Data used well to highlight persistent behavioural concerns within the disadvantaged student population</p>	<p>A 2019 Pupil Premium Review identified that; 'The Bridge' provides an alternative curriculum that matches the needs of a very small number of challenging pupils. Pupils in 'The Bridge' were working productively, cooperating well with staff and producing some positive work.</p> <p>Figures for fixed term and permanent exclusions have significantly reduced since the established of The Bridge. Attendance figures have risen significantly for the most vulnerable disadvantaged students as a result of the Bridge provision.</p> <table border="1" data-bbox="712 762 1227 898"> <thead> <tr> <th>Category</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>93.14</td> </tr> <tr> <td>Non disadvantaged</td> <td>95.70</td> </tr> </tbody> </table>	Category	Attendance	Disadvantaged	93.14	Non disadvantaged	95.70	<p>The impact of the Bridge is evident and provision for this bespoke curriculum for the most vulnerable disadvantaged students will continue.</p> <p>The Bridge provision will be developed to provide flexible support and mentoring for students 'at risk' of FTE on a need by need basis.</p>	<p>£33, 600</p> <ul style="list-style-type: none"> • Advance d ETA • The Bridge • DHT • Pastoral
Category	Attendance									
Disadvantaged	93.14									
Non disadvantaged	95.70									

7. Additional detail

- Ongoing work to enrol a greater number of students on FSM in Savile Town and Thornhill Lees communities through outreach work in EMA

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