Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thornhill Community Academy
Number of pupils in school	880
Proportion (%) of pupil premium eligible pupils	268 (31%) Correct December 2021
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	3rd December 2021
Date on which it will be reviewed	14th February 2022
Statement authorised by	Matthew Burton
Pupil premium lead	Lucinda Rudd
Governor / Trustee lead	Jenny Whitehall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,340.00
Recovery premium funding allocation this academic year	£43,001.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£321,341.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The COVID-19 pandemic has brought about a significant level of disruption to young people's educations, with disadvantaged students having been hit the hardest. This Pupil Premium strategy plan aims to reduce the impact 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.

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 subsequently P8 and A8 scores for disadvantaged students will narrow in comparison to non-disadvantaged students
- Provide appropriate and timely interventions to address gaps in learning exacerbated by the COVID-19 pandemic
- 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
- A school led Academic Tuition Programme will be launched to tutor and intervene with our most vulnerable students, particularly disadvantaged students, as part of the recovery strategy
- Provide a curriculum and learning experience which raises aspirations and supports students, regardless of background to go onto appropriate education, employment or training
- Reduce the impact of the COVID-19 pandemic on our students, particularly the disadvantaged and those identified as vulnerable

- Provide support for disadvantaged students so that attendance, behaviour and mental health is not a barrier 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 through the use of effective quality assurance (QA) mechanisms (both at subject level and whole school) and high quality subject specific and whole school core professional development (CPD).

Staffing costs linked to teaching priorities:

➢ Primary Teacher Closing the Gap (£23,149.58)
➢ Staffing of intervention groups, holiday sessions, Saturday School, School-Led Tutoring (£19,000)
➢ Staff CPD (£2,000)

b) Targeted academic support

This will include a school led tutoring programme using our own expert teachers to help students catch up as a result of school closure (with a particular focus on disadvantaged students). 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 and the onsite Alternative Provision; The Bridge

Staffing costs linked to targeted academic support:

➢ Partial funding of the Assistant Headteacher with responsibility for Closing the Gap (£14,910.75)
➢ Partial funding of the EMA coordinator (£11,001.20)
➢ Partial funding of the EMA teaching assistant (£5,153.20)
➢ Alternative Provision (The Bridge) Manager (£3,275.20)
➢ Partial funding of the Assistant Director of Inclusion (£12,576.20)
➢ Partial funding of 4 x ETA's and one advanced ETA (£14,899.40)
➢ Brilliant Club (£2,148.00)

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 fixed term exclusions.

➢ Partial funding of the Pastoral Attendance Manager (£18,769.00)
➢ Partial funding of the Designated Safeguarding Lead (£20,462.00)
➢ Partial funding of 2x Student Support Managers (£16,810.40)
➢ Partial funding of the Student Manager for Years 9 & 11
➢ Partial funding of the Student Manager for Years 8 & 10 & Medical Provision
➢ Partial funding of the Deputy Headteacher with responsibility for behaviour and attendance (£34,785.60)
➢ Partial funding of Student Manager Year 7 & Transition for Vulnerable students (£7,503.40)
➢ Veritas (Teacher in charge of the Bridge) (£22,310.00)
➢ Teachers of the Alternative Provision; The Bridge (£23,916.45)
➢ Choices Life Choices- Student life coaching sessions, £300 pw x 38 weeks (£11,400.00)
➢ Student counselling, £450 pw x 38 weeks (£17,100.00)

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 and numeracy impacting students' ability to access the curriculum: • The reading ages of disadvantaged pupils who have fallen behind owing to further lockdowns increase considerably, particularly in Y7 and Y8 <table><tr><td></td><td>2021 Y7</td><td>2020 Y7</td><td>2019 Y7</td></tr><tr><td>Reading (% below expected)</td><td>40</td><td>38</td><td>30</td></tr></table> • The Lexia programme ran for a small cohort last year, but owing to the need for 'bubbles' it was not as wide reaching as planned.
2	Lower academic outcomes for disadvantaged students compared to non-disadvantaged students • **Y11 Outcomes 2021:** **P8** PP: 0.08 Non-PP: 0.5 **Standard pass in English & Maths** PP: 48.33% Non-PP: 71.07%
3	Gaps in student learning, particularly the disadvantaged have been exacerbated as a result of Covid 19: • During periods of school closure, some students did not engage with 10% or more of their online learning. Disadvantaged students had a lower attendance than non-disadvantaged. • QA including lesson drop ins and work scrutiny and the analysis of internal assessment results, have identified gaps in knowledge and skills across all key stages. This is particularly apparent in disadvantaged students.

	• Pupils who have not accessed the curriculum will have further gaps in reading for comprehension, in particular the use of vocabulary in disadvantaged students. Teaching and targeted academic support as per this plan will be used to close gaps in knowledge.
4	The COVID-19 pandemic has seen a significant rise in mental health concerns and this is a barrier to engagement, especially for disadvantaged students and those identified as vulnerable • Following COVID-19, referrals for mental health concerns, particularly in female students from disadvantaged backgrounds have been steadily increasing • Significant levels of mortality and family impact of COVID-19 on disadvantaged students from Asian backgrounds • During 2020-2021, 58% of students who were referred for wellbeing support were disadvantaged.
5	Poor attendance negatively affecting students' progress, especially the disadvantaged: • *On average, across TCA, disadvantaged students' attendance is 2% lower than their non-disadvantaged peers. They are more likely to be persistently absent (6.1% difference) and they are more likely to arrive late to school (0.78% difference).*
6	Disadvantaged students are more likely to receive fixed term and internal exclusions: • Disadvantaged white British and Pakistani boys in KS3 are the highest proportion of students receiving IE and FTE from the Academy. • Identified disadvantaged white British girls' ATOL is not at an acceptable level

	100% of students who access the Bridge provision are disadvantaged and had their continued in mainstream would have been at risk of permanent exclusion.

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
1. Improved literacy and numeracy skills for disadvantaged students, further closes gaps with non-disadvantaged students	• Reading ages for disadvantaged students increase and are in line with non-disadvantaged • All students have up to date reading age in order to best inform planning, teaching and appropriate intervention • Disadvantaged students are supported with their literacy and numeracy through lessons, impacting positively on their outcomes • Students develop a habit of regularly reading for pleasure and library loans increase, particularly amongst disadvantaged students • Outcomes in English increase, with students showing a greater grasp of fundamental punctuation basics
2. There is a negligible difference in outcomes between disadvantaged and non-disadvantaged students	• Attainment 8 and Progress 8 measures show that the gap between disadvantaged and non-disadvantaged has narrowed. • The proportion of students successfully completing EBacc at the end of KS4 is at least 65% for 2024 leavers

	• The proportion of disadvantaged students successfully completing EBacc at the end of KS4 is at least 55% for 2024 leavers • KS4 outcomes, particularly in English, are improved for disadvantaged students • 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 • Disadvantaged and vulnerable students identified through KPIs as struggling are supported to realign themselves with the TCA values and improve their attitude towards learning • Vulnerable and disadvantaged students are engaged in activities which drive engagement which can be transferred into their efforts and engagement in the academic curriculum • Curriculum leaders and teachers adjust the curriculum and how the curriculum is delivered through clear plans which are regularly up-dated • Students are keen to learn and can see their learning as part of a 'bigger picture', linking to their fu-ture, post COVID-19 and into higher and further education
3. The Quality of Education for disadvantaged students is improved and provides a challenging, broad and balanced catch-up curriculum allowing	• A broad and balanced curriculum is offered to all, with no narrowing for the disadvantaged

breadth of learning, particularly at KS3, to develop knowledge and cultural capital	• Disadvantaged students are supported to achieve well through curriculum organisation, extra 'catch-up' academic support and remote learning is embedded in all curriculum areas • Schemes of learning in all areas target misconceptions, gaps in knowledge and areas identified as weaknesses following the COVID-19 closure • QA activity shows that disadvantaged students are confident, positive and happy with their learning, both in and out of the Academy • Disadvantaged students' work in lessons is of a high standard; there is no discernible difference between their work and their non-disadvantaged peers' work • High quality bespoke support is in place for disadvantaged SEND students • Students are keen to learn and can see their learning as part of a 'bigger picture', linking to their future, post COVID-19 and into higher and further education
4. 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.	• Mental health support and advice is regularly signposted to students and staff • A new Student Support Hub has been launched in 2021-2022 where students can find all types of pastoral support in one place. • Prosper, the life coach and a fully qualified BACP registered counsellor have a positive impact on student mental health, with a reduction in the number of

	- students seeking support as a result of these services. - The Academy works closely with the local CAMHS provision and meet regularly with the Trailblazers Mental Health Support Team. - Remote support from Prosper, EMA and life coach, for students self-isolating has a positive impact on student mental health. - Mental health concerns are triaged to appropriate staff members quickly - Mental health and wellbeing are at the heart of the curriculum with all teachers being teachers of mental health
5. Attendance of disadvantaged students improves and is broadly in line with non-disadvantaged	- 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 Study Skills attendance education. - Capacity of dedicated attendance staff is increased with a specific focus on disadvantaged attendance. - A new Pastoral Attendance Manager launches attendance initiatives; Attendance Matters. - 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
6. The number of fixed term and internal exclusions decreases for disadvantaged students and is broadly in line with non-disadvantaged	• Students at risk of permanent exclusion receive a bespoke high-quality education • Permanent exclusions from TCA remains low and are below national average • Internal and fixed term exclusions 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 • Strategies implemented negate the impacts of COVID-19 and lost learning and do not lead to further permanent exclusions • Disadvantaged students' behaviour is good and they are able to learn in calm, purposeful classrooms • There is no difference in the number of B3 sanctions for disadvantaged verses non-disadvantaged • Where required, strategies are implemented effectively and support disadvantaged students to remain in school • Post 16 apprenticeship/college programmes are in place for disadvantaged students at risk of becoming NEET.

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: £ £39,149.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on vocabulary strategies and implementation of Tier 2 vocab via SoL, PiXL Vocab unlock strategies	*Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.* (EEF 2021) 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	1.
Staff CPD on effective strategies to support the disadvantaged in the classroom	*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* (EEF, 2018).	1, 2 & 3
Effective Wave 1 intervention in the classroom meets the needs of SEND students, especially those who are disadvantaged SEND	*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.* (National Foundation for Educational Research 2019) A greater proportion of SEND disadvantaged students access support from an EHCP or My	1,2, & 3

	Support Plan following return from COVID-19 lockdowns	
Curriculum plans to be QA-ed in line with TCA QA protocol by leaders and core directors to ensure that when gaps are identified for groups of students, plans are adapted to fill them	A higher proportion of disadvantaged students did not engage as effectively with remote learning during lockdown as their non- disadvantaged peers	1,2,&3
Disadvantaged students are supported with their literacy and numeracy through lessons, impacting positively on their outcomes	Time away from face-to-face lessons has led to more pronounced gaps in knowledge for a greater number of vulnerable students Disadvantaged students with lower litereracy and numeracy levels require additional support in order to be able to access the full KS3 curriculum The basic underpinning principles of literacy and numeracy are key in ensuring that disadvantaged students are supported to achieve through the curriculum	1,2,& 3
Literacy and numeracy fundamental basics are delivered via Study Skills at KS3. At KS4 students receive focussed Maths and English sessions via Study Skills	*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) The basic underpinning principles of literacy and numeracy are key in ensuring that disadvantaged students are supported to achieve through the curriculum	1.

Further develop a love of reading through ERIC at KS3 and increase library usage by disadvantaged students	*1 in 8 disadvantaged children don't own a book at home.* (National Literacy Trust) *Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.* (Institute of education 2021) Reading is exceptionally important and regular reading forms positive habits for across the entire curriculum	1.
Staff CPD is effective in ensuring there is consistency in the use of the behaviour system, for all levels of staff (ITTs, ECTs, TAs, cover supervisors)	All levels of staff are trained on the initial INSET day to cement understanding and consistency from the start. ECT & ITT training is scheduled to allow a greater understanding in behaviour procedures and restorative practices. Consistency in the use of the behaviour system will in turn create a positive climate for learning.	6

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

Budgeted cost: £74,963.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greater provision for Lexia intervention to support increased numbers of students requiring additional reading support.	Between Y8 – Y11, the average of all KS2 scaled scores for reading, writing and maths for disadvantaged students is 3 points below their non-disadvantaged peers, and the average for 'all' students is a further 3 points below national average.	1.

Appropriate training for staff delivering the Lexia package.	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	
Use of literacy and numeracy intervention groups for those students not meeting expected outcomes	*Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exacerbated by the COVID-19 Pandemic.* (Institute of education 2021)	1.
Maintain the EMA base as a provision for delivering academic and pastoral support for ethnic minority students, in particular the EAL disadvantaged	The Academy EMA department's primary aim is to ensure that children from families whose first language is not English (English as an Additional Language – EAL) are fully supported in school. PP students made up 25% of students who received support from EMA during 2020-2021, those with EAL made up 98% of students on the caseload.	1,2,3,4,5,&6
Brilliant Club is run for Most Able disadvantaged students in Y9	Most Able disadvantaged statistically fall behind more at secondary school than average ability peers. *Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement.* (Sutton Trust 2015)	2.
STEM group is established for Most Able disadvantaged to drive aspirations and increased outcomes.	Most Able disadvantaged statistically fall behind more at secondary school than average ability peers	2.

Experienced teaching staff deliver high quality school led-tutoring which closes gaps in learning	Appropriate tuition for identified disadvantaged students will plug gaps in learning caused by missed face-to-face lessons. A higher proportion of disadvantaged students did not engage as effectively with remote learning during lockdown as their non- disadvantaged peers *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.* (DfE School-Led Tutoring Guidance 2021)	1, 2 & 3
Additional teaching/intervention time (P7s, Saturday School, Holiday sessions) is provided to raise attainment for disadvantaged students in KS4, predominantly Y11	*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* (EEF, 2018) P7s, Saturday School and Holiday intervention previously run at TCA has had a positive impact on pupil outcomes and engagement, particularly amongst the disadvantaged cohort.	2&3
Provide a revision programme, resources and revision guidance to ensure that disadvantaged students have access to opportunities to revise key	KS4 disadvantaged students are under time pressure to ensure that they learn and remember key knowledge ahead of examinations. Time away from face-to-face teaching means that students have had less	2&3

content ahead of terminal examinations	time to grasp revision skills and exam technique.	
Assign Y11 students with an SLT mentor for regular meetings and as a point of contact to provide academic advice, support and guidance along with robust information around organisation and planning for examinations	*Mentoring can have a positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.* (EEF)	2,3, 4, 5 & 6
Use of Watch Lists to identify students of concern, gather student voice findings and provide targeted, bespoke intervention	Historically the use of a Watch List has had a positive impact on student progress. Positive staff and students voice surrounding its use as students are at the front and centre of the document. High priority students are at the forefront of teaching and intervention.	1, 2, 3, 4, 5 & 6
Use of Bridge manager to provide targeted academic, behaviour and pastoral support for identified students	Consistency in the management of the Bridge ensures a stable learning and pastoral environment for our most vulnerable students. Bridge reports are produced every HT to analyse effectiveness and identify and target bespoke intervention.	1, 2, 3, 4, 5 & 6
Use of TAs to provide appropriate in class support for SEND students	A greater proportion of SEND disadvantaged students access support from an EHCP or My Support Plan following return from January lockdown	1,2 & 3
Monitoring of the SEND and disadvantaged register to identify any correlation and provide intervention accordingly.	A preponderance of SEND students are also disadvantaged (36%) and these students require significant, intensive support'	1,2&3

Provide a summer school programme for prospective Y7 students, particularly the disadvantaged in order to address gaps in literacy and numeracy prior to entry	*On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school* (EEF) 2021 Summer school run at TCA was very effective at easing the transition to secondary school for prospective Y7 students, especially the disadvantaged and those with SEND	1
Provision of ICT equipment for disadvantaged students and those self-isolating where required.	*35% of housholds with the lowest incomes do not have access to a device for remote learning.* (Sutton Trust 2021)	2,3&5
Provide appropriate ICT equipment for SEND disadvantaged students, to support where required exam access arrangements.	Student isolation continues when a Positive Covid test is confirmed, students access lessons via TEAMS. ICT equipment is required for those who do not have access at home to ensure they do not fall further behind in their learning	2,3 & 5

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

Budgeted cost: £207,590.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all disadvantaged and identified vulnerable students have a careers interview and follow up intervention.	Disadvantaged students are more likely to be NEET at the end of KS4 and require intensive support to ensure that this is significantly less likely EBacc uptake from disadvantaged students is lower than for their non-	3

	disadvantaged peers; it is important that aspiration is at the root of option choices for all students Disadvantaged students' participation in L3 or A Level post-16 pathways is lower than their non-disadvantaged peers	
Refine robust attend-ance tracking systems and interventions to identify targeted *disad-vantaged students whose attendance falls below good and excel-lent levels*	On average, across TCA, disadvantaged students' attendance is 2% lower than their non-disadvantaged peers. They are more likely to be persistently absent (6.1% difference) and they are more likely to arrive late to school (0.78% difference).	5
Increase the range of actions which take place when attendance is a concern	PP students are prioritised when it comes to absence home visits. Attendance staff have received Legal Intervention training from the Education Safeguarding team at the LA in order to take appropriate action with parents/carers of non-attenders.	5
Intervene with disad-vantaged and vulnera-ble students for whom attendance has been an historical issue to ensure that COVID-19 is not used as an ex-cuse for ongoing poor attendance	Removing barriers to attendance, exacerbated by COVID-19 closure, is fundamentally important in ensuring that students are able to acquire, retain and develop knowledge and skills *Higher pupil absence predicts lower P8 scores for disadvantaged pupils.* (National Pupil Database) TCA date from Summer 2021 indicate the following: • The top 10 students who made the best progress in school last	5

	year had an average attendance of 96.8%. • Of the top 40 students for progress, only 5 had attendance of lower than 93% • Of the bottom 10 students, those with the poorest progress, only one had attendance over 90%	
Recruitment of pastoral attendance manager whom has responsibility for tracking and interventions, with a particular focus on disadvantaged attendance.	*On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.* (National Foundation for Educational Research 2019)	5
Heighten student and parental awareness of the importance of excellent attendance via the Attendance Matters initiative	Pupil absence rates are strongly associated with KS4 outcomes *Disadvantaged pupils miss more school than their more affluent peers.* (National Pupil Database)	5
Provide quality education, pastoral support and work-related learning via the Bridge, on-site alternative provision for relevant students	Opportunities outside of the classroom for this cohort increase the rate of engagement with education and reduce the risk of exclusion.	6
Establish a programme of enrichment learning (E.g. GRIT, On Track) to enhance functional skills and engagement	*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.*	6

with education for those students at risk of fixed term/internal exclusion and NEET.	(Social Mobility Commission)	
Continue with the rewards system for both whole school and the Bridge to drive engagement with learning, especially disadvantaged students.	Student voice is extremely positive about the rewards system and supports student engagement. The rewards system continued to be in operation dring lockdown learning.	6
All Bridge students assigned a staff mentor for 1:2:1 weekly session	Mentoring will provide students with a positive role model and dedicated time to discuss/support future aspirations and goal setting.	6
Weekly KPI meetings to discuss behaviour plan pathways (BIPs etc) for students including intervention	High levels of engagement and behaviour in the classroom, combined with excellent attendance will help to mitigate against the impact of the COVID-19 closure *A higher proportion of disadvantaged pupils have at least one fixed term exclusion during secondary schooling.* (National Pupil Database) Disadvantaged white British and Pakistani boys in KS3 are the highest proportion of students receiving IE and FTE from the Academy	6
Establish a Peer mentoring programme for those students most at risk of receiving a fixed term or internal exclusion	*Mentoring interventions may be more beneficial for disadvantaged pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.* (EEF)	6

Establish Prosper to provide wide reaching attendance, pastoral and academic support	Prosper is central to the academy's mission of ensuring that all students fulfil their potential and gain the skills, qualifications and experiences they need to go on and contribute positively to society. The Prosper team offer interventions around mental health and wellbeing, behaviour, bereavement, relationships, self-esteem and self-care, amongst other things.	1,2,3,4,5,&6
Deliver mental health and wellbeing education via the PSHCE and Study Skills curriculum	Following COVID-19, referrals for mental health concerns, particularly in female students from disadvantaged backgrounds have been steadily increasing	4
Maintain levels of staffing of non-teaching pastoral leaders and SEND specialists in order to support disadvantaged and those made vulnerable as a result of Covid-19. A particular area of focus to be mental health impacting on behaviour and attendance	Disadvantaged students are more likely to require greater pastoral support; therefore, capacity is required in order to provide that. Wellbeing staffing has increased to the equivalent of 1.2 members of staff in Prosper, three days of life coaching and one day of counselling.	4, 5 & 6
Provide targeted mental health support via Prosper, ELSA, the Life coach, counsellor, and external organisations for those students in need.	Significant levels of mortality and family impact of COVID-19 on disadvantaged students from Asian backgrounds During 2020-2021, 58% of students who were referred for wellbeing support were PP.	4
Undertake the Carnegie School Mental	This is a MAT-wide initiative to ensure our mental health and wellbeing	4

Health Award to improve mental health and wellbeing practice for students, staff and families.	provision is as good as possible. Evidence is provided and assessed by Leeds Beckett University and, if successful, a grading of Bronze, Silver or Gold is awarded.	
Establish an extra-curricular timetable which offers a range of activities for all students, in particular disadvantaged.	*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.* (Social Mobility Commission)	4,5,&6
Baseline assessment through CAT testing and reading age assessment to identify gaps and strengths and inform intervention.	Data used to inform Lexia grouping, setting in English & Maths and appropriate ETA support.	1,2&3
Establish a positive working environment within internal exclusion, where students access the curriculum, to ensure gaps in knowledge are no created.	A new system for IE work is being established to ensure students' work in IE is relevant to what they would be learning in the classroom and therefore minimise gaps in knowledge	6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

For full details please see the 2020-2021 Pupil Premium Action Plan.

Aim	Outcome
Improve literacy and numeracy for disadvantaged students throughout the curriculum	SoL/PoS updated to address gaps in learning. Impact of this evidenced via English, maths & science Deep Dives Reading support in place via the Lexia programme for students with reading ages below functional levels. The Lexia programme ran for a small cohort last year, but owing to the need for 'bubbles' it was not as wide reaching as planned. ERIC reading programme and Word of the Week reintroduced following lockdowns. Library loans significantly increased. Reading age comparison from the last 18 months indicates that: - Year 8 increased by 21months - Year 9 increased by 23 months - Year 10 increased by 21 months - The Year 7 Lexia cohort has increased by 14months on average. Of the initial cohort of 29 students, 14 achieved exit criteria Further work to be undertaken in the academic year 2021-2022.

Maintain levels of staffing of non-teaching pastoral leaders and SEND specialists in order to support disadvantaged and those made vulnerable as a result of Covid-19.	Pre-lockdown, pastoral KPIs were significantly improved on 2019/20's corresponding period for disadvantaged students. Highest impact interventions include The Bridge mentoring (reducing B3s by 67%), SWS support (reducing B3s by 77%) and EMA support (75%) Over 12% of students on roll had been seen by the Student Wellbeing Service by the end of half term 4. Over 58% of these students were PP. All EHCPs have been reviewed in line with statutory guidelines. All MSPs are continuing on the cycle of assess, plan, do review. SEND and Pastoral support continue to be a priority for the 2021-2022 academic year.
Support KS4 students, with a particular focus on disadvantaged and SEND, to catch up with misconceptions, gaps in learning or content which is forgotten.	Summer School very well attended by 130 prospective Y7 students. Current Y7 students have started well and have a high attendance rate and lower number of B3 sanctions compared to previous years. Intervention offered to KS4 students via P7s. Due to COVID-19 it was not possible to run Saturday School or holiday intervention. Further work needs to be undertaken to close the gap between disadvantaged and non-disadvantaged students: **P8** PP: 0.08 Non-PP: 0.5

	Standard pass in English & Maths PP: 48.33% Non-PP: 71.07%
Provide technology to teachers in order for them to be able to deliver lessons remotely and provide blended learning. Provide high quality ICT equipment for disadvantaged and vulnerable students in order for them to be able to access work and lessons remotely in the event of self-isolation, partial closure or a bubble closure	Devices provided for staff and students as appropriate. Significant majority of students/parents reported having access to a device during lockdown. Disadvantaged students prioritised for devices during January lockdown **Live lesson attendance** Excellent feedback from students, staff and parents/carers about remote learning SOLs and POS adapted to ensure that remote learning opportunities can be delivered seamlessly, as appropriate. Blended lessons continue to be offered this year to students who are self-isolating. ICT equipment continues to be loaned to those students in need.

Live lesson attendance:

Year	All	DA
7	92.3	87.0
8	91.8	85.0
9	90.1	86.5
10	85.8	78.0
11	86.2	79.4

	Vodaphone Dongles given out to students to support WiFI access. PP students prioritised. Intervention required for those students who had poor attendance to online lessons and consequently have gaps in their learning.
Refine robust attendance tracking systems and interventions to identify targeted disadvantaged students, specifically targeting those whose attendance has regressed for reasons not linked to COVID-19	Disadvantaged students have remained a priority for attendance home visits and phone calls. At the end of the academic year, nineteen students are currently on an Attendance Support Plan, seven of those are disadvantaged. Attendance is now a discussion point at weekly SLT KPI meetings. Specific cohorts are discussed and actions are put in place for individuals within these groups to improve attendance Penalty notices for those students abroad have been issued As part of Attendance Support Plan meetings, interventions are looked at and put in place. For students who are persistently absent, referrals to external support services are made where appropriate, and links to school are maintained with welfare home visits. Attendance continues to be an area of priority, as identified in the 2021-2022 challenges and actions.
To further refine the Academy's range of measures to support disadvantaged and vulnerable students for students not	May 2021 behaviour and safeguarding review positive. (see copy of report)

attending, behaving and achieving and at risk of permanent exclusion.	Significant decrease (50%) in number of FTEs compared to previous year Bespoke rewards system in place in the Bridge. Students engaging well. Attendance for Bridge cohort improved compared to last year. 84% Vs 67%
Provide high quality counselling and mental health support for targeted disadvantaged students through: • Life coaching • Student Wellbeing Service • EMA Team	Requirement for support has grown throughout the year. Anxiety and mental ill health are the prevailing reasons for referrals to SWS. 58% of referrals for support are for disadvantaged students (37% on roll) Provision of the life coach was extended to meet the needs of students. There is strong communication between all members of the pastoral team so that appropriate interventions are offered fairly and consistently. Referrals submitted to the wellbeing service are triaged to see which service (SWS, life coach, external provider) is the most appropriate. Student perceptions of SWS is highly complementary. Exit interviews and impact of work completed by pastoral colleagues is highly positive Mental health and wellbeing are a key priority for the 2021-2022 academic year.
Recruit to the role of COVID-19 catch-up co-ordinator and continue this role into 2021/22	COVID-19 co-ordinator had a striking impact. **Average reduction of B3s** | Intervention	Impact on B3
Bridge	67%	

	SWS	77%	
	EMA	88%	
	Staff mentoring	70%	
	Governor panel	98%	

Ensure that all disadvantaged and identified vulnerable students have a careers interview and follow up intervention.	Identified potential NEET students being intensively supported throughout lock-down and going forward. Range of measures have been put into place, e.g. interview support. Potential NEET number in line with previous years (3 students).
	Y11 careers interviews held remotely and virtual college visits were held. TEAMS was used to centralised information for students.
	Y10 priority students and disadvantaged students prioritised for careers interviews in HT5 & HT6
	Uptake of EBacc is broadly in line with previous years for disadvantaged students.

	All	**DA**
2020	26%	23.2%
2021	37%	35%
2022	52%	37%
2023	56%	38%

Languages continues to be an area of difference between disadvantaged and non-

	disadvantaged, in particular white disadvantaged. However, all students must take either a humanities or a language.
Introduce and develop a new rewards system to incentivise engagement, positive attitudes towards learning, good attendance and examples of students 'being nice, and working hard'	Students engaged with the rewards system. Student voice used to select rewards for the half term. Having a positive impact on engagement in lessons and behaviour around the Academy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was 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.