

# Secondary Pupil premium & catch up funding strategy / self- evaluation

## Guidance

The current academic year brings additional catch up funding, to support pupils who have fallen behind during the COVID-19 restrictions. Although this funding can be used to help any pupil, it is reasonable to assume that disadvantaged pupils will have fallen behind their peers even further. Your plans for spending your pupil premium money are therefore likely to overlap with your plans for catch up funding. Where relevant, please indicate if a goal is specific to PP pupils but not general catch up or vice-versa. Sections 1, 2 and 6 relate to the 2019-20 academic year, so there is no need to explain the use of catch up funding.

1. Summary information					
<b>Academy</b>	Thornhill Community Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£341,545	<b>Date of most recent PP Review</b>	09/04/2019
<b>Total number of pupils</b>	885	<b>Number of pupils eligible for PP</b>	285	<b>Date for next internal review of this strategy</b>	10/02/2021

2. Current attainment, based on CAGs		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	-0.00	+0.53 (National +0.13)
<b>Attainment 8 score average</b>	42.1	50.7 (National 50.3)

3. Barriers to future attainment (for pupils eligible for PP and other groups needing help to catch up)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
<b>A.</b>	<p>Low levels of literacy and numeracy impacting students’ ability to access the curriculum</p> <p><b><i>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.</i></b></p>
<b>B.</b>	<p>The negative impact of the Academy’s closure due to COVID on students, particularly where vulnerable and disadvantaged students have struggled to access remote learning</p>

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	<i>During lockdown, a parental survey demonstrated that 78% of non-disadvantaged students had access to a device to complete remote learning on, whereas 54% of disadvantaged students had access to a device.</i>	
C.	<p>The negative impact on students' learning through enforced periods of self-isolation</p> <p><b><i>Self-isolating disadvantaged students' attendance* to remote lessons is 17% below the attendance of their non-disadvantaged peers.</i></b></p> <p><b><i>* = Accessing remote learning resources for lessons during periods of self-isolation since the start of the 2020/21 academic year</i></b></p>	
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>		
D.	<p>Lack of engagement and subsequent progress owing to a minority of disadvantaged students' poor behaviour</p> <p><b><i>On average, disadvantaged students have 3.7 behaviour points per student and 0.4 behavioural interventions through 2020/21 to date, whereas their non-disadvantaged peers have received an average of 2.6 behaviour points and 0.1 behavioural interventions. 0.66% of non-disadvantaged students have 30 behaviour points or more, whereas 1.4% of disadvantaged students have 30 or more points at this stage.</i></b></p>	
E.	<p>Poor attendance negatively affecting students' progress</p> <p><b><i>On average, across TCA, disadvantaged students' attendance is 5% lower than their non-disadvantaged peers. They are more likely to be persistently absent (8.3% difference) and they are more likely to arrive late to school (0.87% difference). Of the 15 students who are non-attenders, or with very low attendance (below 40%), those, 11 are PP (73%).</i></b></p>	
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
A.	Improve literacy and numeracy skills for disadvantaged students to further close gaps with non-disadvantaged students	<ul style="list-style-type: none"> <li>Improvement in the Quality of Education provided to all students, particularly the disadvantaged</li> <li>Reading ages for disadvantaged students continue to improve and narrow the gap to their non-disadvantaged peers</li> </ul>
B.	Further improve academic outcomes for the disadvantaged students compared to non-disadvantaged students so gaps in achievement and attainment narrows	<ul style="list-style-type: none"> <li>Attainment 8 and Progress 8 measures show that the gap between disadvantaged and non-disadvantaged has narrowed.</li> </ul>

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		<ul style="list-style-type: none"> <li>• KS4 outcomes, particularly in English, are improved for disadvantaged students</li> <li>• QA activity demonstrates little variability between disadvantaged and non- disadvantaged students' exercise books, and disadvantaged student voice is positive about experiences across the curriculum</li> </ul>
<b>C.</b>	Reduce and eventually eliminate the negative impact of the Academy's closure, and continued partial closures, owing to COVID-19 on all students, in particular the disadvantaged	<ul style="list-style-type: none"> <li>• Leaders identify and take steps to eradicate the negative effect of the Academy closure owing to COVID-19</li> <li>• Curriculum leaders and teachers adjust the curriculum and how the curriculum is delivered through clear plans which are regularly updated</li> <li>• Remote and blended learning is used effectively to ensure a seamless transition from face-to-face to online learning for disadvantaged students</li> <li>• Disadvantaged students are able to access, and benefit from, remote learning opportunities and have sufficient knowledge and equipment to learn effectively from home, as required</li> <li>• 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</li> </ul>
<b>D.</b>	Improve the Quality of Education for disadvantaged students – ensure a clear intent is in place with a challenging, broad and balanced catch-up curriculum allowing breadth of learning, particularly at KS3, to develop knowledge and cultural capital	<ul style="list-style-type: none"> <li>• A broad and balanced curriculum is offered to all, with no narrowing for the disadvantaged</li> <li>• Disadvantaged students are supported to achieve well through</li> </ul>

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		<p>curriculum organisation, extra 'catch-up' academic support and remote learning is embedded in all curriculum areas</p> <ul style="list-style-type: none"> <li>• Schemes of learning in all areas target misconceptions, gaps in knowledge and areas identified as weaknesses following the COVID-19 closure</li> <li>• QA activity shows that disadvantaged students are confident, positive and happy with their learning, both in and out of the Academy</li> <li>• Disadvantaged students' work in lessons is of a high standard; there is no discernible difference between their work and their non-disadvantaged peers' work</li> </ul>
<b>E.</b>	Improve attendance and behaviour for disadvantaged students and those vulnerable as a result of the COVID-19 Academy closure	<ul style="list-style-type: none"> <li>• Disadvantaged students' attendance is strong; students are keen to attend and barriers are removed</li> <li>• Disadvantaged students' behaviour is good and they are able to learn in calm, purposeful classrooms</li> <li>• Vulnerable students' attendance and behaviour are improved as a result of targeted support for those identified</li> </ul>

### 5. Planned expenditure

**Academic year**

**2020/21**

The three headings enable you to demonstrate how you are using the Pupil Premium and catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### **i. Quality of teaching for all**

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<b>Action</b> <b>(PP cost centre)</b> <b>(COVID catch-up cost centre)</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve literacy and numeracy for disadvantaged students throughout the curriculum by:</p> <ul style="list-style-type: none"> <li>• All students completing reading tests (£3000)</li> <li>• Year 7 students competing a CAT4 assessment (£4600)</li> <li>• Further developing a love of reading through ERIC (£1000 for texts)</li> <li>• Proportion of costs of Teacher of English/Maths to develop literacy and numeracy through lessons (£13000)</li> <li>• Salary of HLTA and proportion of staff employed to provide reading catch-up support for</li> </ul>	<ul style="list-style-type: none"> <li>• The reading ages of disadvantaged pupils who have fallen behind increase considerably, particularly in Y7 and Y8</li> <li>• Ability profiles of Y7 students in order for staff to best plan to support them effectively</li> <li>• Disadvantaged students are supported with their literacy and numeracy through lessons, impacting positively on their outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers</li> <li>• Without KS2 SATS, it is important to gain clarity on students' ability through formalised methods in order to best support them</li> <li>• The basic underpinning principles of literacy and numeracy are key in ensuring that disadvantaged students are supported to achieve through the curriculum</li> <li>• Reading is exceptionally important and regular reading</li> </ul>	<ul style="list-style-type: none"> <li>• QA of curriculum plans and student voice</li> <li>• Academy's QA protocols used to gauge impact and shape bespoke intervention</li> </ul>	JO	Half termly

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disadvantaged KS3 students (£14000)		forms positive habits for across the entire curriculum			
Maintain levels of staffing of non-teaching pastoral leaders and SEND specialists in order to support disadvantaged and vulnerable students (£51000)	<ul style="list-style-type: none"> <li>To ensure high quality, bespoke support for disadvantaged students is in place, especially following the return to the Academy following the COVID-19 closure</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral support is crucial in ensuring that students are supported to achieve across the curriculum</li> <li>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</li> <li>Disadvantaged students are more likely to require greater pastoral support, therefore capacity is required in order to provide that</li> </ul>	<ul style="list-style-type: none"> <li>Regular pastoral KPIs are reviewed weekly by leaders and disadvantaged students are identified as a priority where concerns arise</li> <li>Ongoing TCA QA will gather views of students, parents/carers and staff</li> </ul>	GC/NCH	Weekly, by SLT through KPI meeting

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		<ul style="list-style-type: none"> <li>Capacity to work proactively with disadvantaged students is important as students return to the Academy following closure</li> <li>SEND students will require additional support in ensuring that they are prepared for and supported through the reopening following the COVID-19 closure</li> </ul>			
<p>Support KS4 students, with a particular focus on disadvantaged and SEND, to catch up with misconceptions, gaps in learning or content which is forgotten through:</p> <ul style="list-style-type: none"> <li>A coordinated programme of after school P7 sessions (£1000)</li> <li>Catch-up lessons at apposite times within</li> </ul>	<ul style="list-style-type: none"> <li>To provide additional teaching/intervention time to raise attainment for disadvantaged students in KS4, predominantly Y11</li> <li>To ensure that disadvantaged students have access to opportunities to revise key content</li> </ul>	<ul style="list-style-type: none"> <li>KS4 disadvantaged students are under time pressure to ensure that they learn and remember key knowledge ahead of examinations</li> <li>A higher proportion of disadvantaged students did not engage as effectively with remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Data collection windows and informal assessments will allow teachers and leaders to ascertain preparedness for final examinations</li> <li>Gaps in knowledge to be collected through regular and robust QA in line with TCA QA protocol</li> </ul>	ELS/SP	Half termly, in line with QA protocol

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<p>the curriculum through overstaffing (£16000)</p> <ul style="list-style-type: none"> <li>• Collaboration with SHARE MAT core directors to support adaptive and responsive curriculum planning (% of topslice)</li> <li>• Holiday interventions/revision camps (£2000)</li> <li>• Senior Leader KS4 mentoring programme (£500)</li> </ul>	<p>ahead of terminal examinations</p> <ul style="list-style-type: none"> <li>• To ensure that disadvantaged students, particularly at KS4, are provided with a regular point of contact to provide academic advice, support and guidance along with robust information around organisation and planning for examinations</li> <li>• To ensure that disadvantaged students are acquiring knowledge rapidly, and that where gaps in learning appear, they are filled</li> </ul>	<p>during lockdown as their non-disadvantaged peers</p> <ul style="list-style-type: none"> <li>• All students, particularly disadvantaged, require support ahead of final examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice to be used to ensure clarity on students' confidence and mental health throughout the academic year</li> <li>• 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</li> </ul>		
<p>Provide technology to teachers in order for them to be able to deliver lessons remotely and provide blended learning (£7000)</p>	<ul style="list-style-type: none"> <li>• To ensure that teachers are able to implement the curriculum in a remote learning and blended learning manner, should</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged students' uptake of remote learning throughout lockdown was lower than their non-disadvantaged peers</li> </ul>	<ul style="list-style-type: none"> <li>• TCA QA protocols to be used to develop best practice in QA of remote learning</li> <li>• Disadvantaged student uptake and student voice to be used to</li> </ul>	SF/JO	Half termly



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	partial or full bubbles close, or staff/students are required to self-isolate	<ul style="list-style-type: none"> <li>• Partial and full bubble closures are anticipated, and it is important that students are able to access lessons, liaise with staff and receive meaningful feedback</li> <li>• Without additional equipment – trackpads and webcams in particular – live lessons would not be practically possible</li> </ul>	<p>best gauge progress from students’ perspectives</p> <ul style="list-style-type: none"> <li>• Line management to be used to QA staff voice and develop opportunities to support where appropriate</li> </ul>		
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**Total budgeted cost** £136100

### ii. Targeted support

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?
Identify target students in KS3 for additional literacy provision; especially those below a reading scaled score of 94 on entry through the use of:	<ul style="list-style-type: none"> <li>• To improve the literacy skills of students with a scaled score of 94 or lower on entry, where appropriate</li> <li>• To narrow numeracy gaps for</li> </ul>	<ul style="list-style-type: none"> <li>• Historical data demonstrates that students with a scaled score of 94 or lower are more likely to be disadvantaged backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of data to ensure that the ALP and reading intervention caseloads are appropriate</li> <li>• QA of provisions in line with TCA QA protocol</li> </ul>	SP/CJW	Weekly within departments, and half termly reporting to SLT

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<ul style="list-style-type: none"> <li>Alternative Learning Pathway</li> <li>Reading/numeracy interventions (£57945)</li> </ul>	<p>disadvantaged students</p>	<ul style="list-style-type: none"> <li>Disadvantaged students with lower literacy and numeracy levels require additional support in order to be able to access the full KS3 curriculum</li> <li>A refined version of the Alternative Learning Pathway will give students coverage of the breadth of the KS3 curriculum whilst benefiting from regular 'drop in' reading catch up</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Student voice as part of ALP/intervention/SEND</li> <li>Disadvantaged students' views will be gathered through Deep Dives into subjects across the curriculum, in particular MFL, English, Maths and Humanities</li> </ul>		
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<p>Refine robust attendance tracking systems and interventions to identify targeted disadvantaged students (£2500)</p>	<ul style="list-style-type: none"> <li>To improve the attendance disadvantaged students</li> <li>To mitigate against the negative impact of COVID-19 on attendance as much as possible</li> <li>To intervene with disadvantaged and vulnerable students for whom attendance has been an historical issue to ensure that COVID-19 is not used as an excuse for ongoing poor attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of disadvantaged students is key to ensuring that they achieve well</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Weekly SLT KPI meeting to ascertain students of concern and trends in disadvantaged students' attendance</li> <li>QA of TCA pastoral systems as part of the QA calendar and processes</li> </ul>	GC/NCH	Weekly
<p>To further refine the Academy's range of measures to support disadvantaged and vulnerable students for students not attending, behaving and achieving and at risk of permanent exclusion through use of:</p> <ul style="list-style-type: none"> <li>The Bridge on-site alternative provision</li> <li>GRIT</li> <li>On-site motor vehicle mechanic course</li> </ul>	<ul style="list-style-type: none"> <li>To ensure those at risk of permanent exclusion receive a bespoke high-quality education</li> <li>To reduce permanent exclusions from TCA to zero</li> <li>To reduce internal and fixed term exclusions significantly from previous years</li> </ul>	<ul style="list-style-type: none"> <li>Following the Academy's closure, disadvantaged students may return with disrupted routines and will require support to re-engage with expectations</li> <li>Disadvantaged white British and Pakistani boys in KS3 are the highest proportion of students receiving IE</li> </ul>	<ul style="list-style-type: none"> <li>Weekly SLT KPI meeting to ascertain students of concern and trends in disadvantaged students' behaviour</li> <li>Student voice and QA activity of initiatives to gauge effectiveness of the methods employed</li> <li>Parental voice activity to triangulate impact on students at home and at the Academy</li> </ul>	GC	Half termly

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<ul style="list-style-type: none"> <li>• Make-up mentoring</li> <li>• Identified opportunities following COVID-19 measures being lifted (£80000 (£15000))</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that disadvantaged and vulnerable students identified through KPIs as struggling are supported to realign them with the TCA values and improve their attitude towards learning</li> <li>• To engage identified vulnerable and disadvantaged students in activities which drive engagement which can be transferred into their efforts and engagement in the academic curriculum</li> </ul>	<p>and FTE from the Academy</p> <ul style="list-style-type: none"> <li>• Identified disadvantaged white British girls' ATOL is not at an acceptable level</li> <li>• For the two cohorts above, and other students, it is important that they are given opportunities outside the curriculum to re-engage and remove the risk of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection to identify ATOL and highlight trends to identify students with emerging needs</li> </ul>		
<p>Provide high quality counselling and mental health support for targeted disadvantaged students through:</p> <ul style="list-style-type: none"> <li>• Life coaching</li> <li>• Student Wellbeing Service</li> <li>• EMA Team</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that identified vulnerable and disadvantaged students for whom mental health is a barrier to engagement are supported</li> <li>• To develop relationships with</li> </ul>	<ul style="list-style-type: none"> <li>• Following TCA COVID-19 closure, referrals for mental health concerns, particularly in female students from disadvantaged backgrounds have been steadily increasing</li> </ul>	<ul style="list-style-type: none"> <li>• Regular QA of provision and student voice exercise</li> <li>• Regular audit of caseloads to ensure that impact on students is positive</li> <li>• Annual Kirklees Young People's Survey to be completed by sampled</li> </ul>	NCH	Half termly

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<p>(£40000 (£15000))</p>	<p>students for whom returning to TCA following the COVID-19 closure has been difficult in order to re-engage them positively</p> <ul style="list-style-type: none"> <li>To ensure that bespoke support is in place for vulnerable and disadvantaged EAL students</li> </ul>	<ul style="list-style-type: none"> <li>Significant levels of mortality and family impact of COVID-19 on disadvantaged students from Asian backgrounds</li> </ul>	<p>students to identify trends pertaining to mental health in disadvantaged students</p>		
<p>Recruit to the role of COVID-19 catch-up co-ordinator</p> <p>(£3000)</p>	<ul style="list-style-type: none"> <li>To ensure that all strands of pastoral catch-up provision for identified disadvantaged and vulnerable students are centralised</li> <li>To maintain clear records on actions and impact on students, and provide an additional positive link and liaison between the Academy, home and the student</li> </ul>	<ul style="list-style-type: none"> <li>The range of provisions in place to ensure pastoral catch-up is in place for relevant disadvantaged students will be broad</li> <li>Ensuring a single organisational point of contact for these is important to liaise between relevant staff, parents/carers and providers</li> <li>Strong mentoring role for a core group of disadvantaged,</li> </ul>	<ul style="list-style-type: none"> <li>Robust selection process for role</li> <li>Regular line management to ensure that caseload is appropriate and impactful</li> <li>Weekly KPI meeting to identify trends with pastoral issues form identified students</li> <li>Student voice to focus on students who have received intervention as part of wider QA process across the Academy</li> </ul>	<p>MCB</p>	<p>Half termly (QA) Weekly (KPIs)</p>

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		KS3 boys is important to develop positive bond and re-establish Academy routines pertaining to learning, attendance and behaviour rapidly			
<b>Total budgeted cost</b>					£185500
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Ensure that all disadvantaged and identified vulnerable students have a careers interview and follow up intervention, specifically:</p> <ul style="list-style-type: none"> <li>• At KS3 – students are guided towards appropriate options</li> <li>• At KS4 – students are guided towards appropriate and aspirational Post 16 pathways</li> </ul> <p>(£12000)</p>	<ul style="list-style-type: none"> <li>• To raise aspirations of disadvantaged and vulnerable students</li> <li>• To ensure that a greater proportion of disadvantaged KS3 students follow an EBacc pathway into KS4</li> <li>• To focus students' minds on the future, following the COVID-19 closure, and support them with virtual and face-to-face visits and tours</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• EBacc uptake from disadvantaged students is lower than for their non-disadvantaged peers; it is important that aspiration is at</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice exercise will inform success; students developing plans for KS4 and post-16 will be viewed as more positive</li> <li>• Close links to C&amp;K Careers with regular reviews of caseload and sharing of information with Careers Lead</li> </ul>	SF/GKS	Half termly

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	<p>of FE and HE institutions</p> <ul style="list-style-type: none"> <li>To ensure that no students leave the Academy as NEET, or at risk of being NEET following year 11</li> <li>To ensure that a greater proportion of disadvantaged students choose a pathway at KS3 which leads to a L3 or A Level pathway post-16</li> </ul>	<p>the root of option choices for all students</p> <ul style="list-style-type: none"> <li>Disadvantaged students' participation in L3 or A Level post-16 pathways is lower than their non-disadvantaged peers</li> </ul>			
<p>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'</p> <p>(£3000)</p>	<ul style="list-style-type: none"> <li>Positive engagement from all students, particularly disadvantaged and vulnerable students</li> <li>Identified students' behaviour and attendance are strong, and are not negatively affected by COVID-19 enforced closure</li> <li>Relationships between staff and</li> </ul>	<ul style="list-style-type: none"> <li>To promote positive behaviours, interactions and engagement from all students, but particularly disadvantaged and vulnerable students following COVID-19 closure</li> <li>To embed basic expectations and Academy norms for new starters in Y7</li> </ul>	<ul style="list-style-type: none"> <li>Student voice to ascertain perceptions from key groups of students – disadvantaged, SEND and Student Leaders</li> <li>QA of departments' use of rewards through internal QA around behaviour and engagement within the QA calendar</li> </ul>	GC	Half termly

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	<p>students are rooted in trust, the TCA values, and allow for constructive, engaging conversations and interaction</p> <ul style="list-style-type: none"> <li>• Students' ATOL is better as they feel valued and tangibly praised</li> </ul>	<p>following a lack of transition from primary schools</p> <ul style="list-style-type: none"> <li>• To provide disadvantaged and vulnerable students with support and praise from leaders and teachers in order to develop relationships positively</li> </ul>			
<p>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</p> <p>(£30000)</p>	<ul style="list-style-type: none"> <li>• Disadvantaged and vulnerable students without access to devices are able to remotely work should the need arise</li> <li>• Students do not miss any learning as a result of COVID-19 self-isolation or partial/full bubble closures</li> <li>• Students and parents/carers are able to easily access resources, lessons and guidance from MS Teams and</li> </ul>	<ul style="list-style-type: none"> <li>• Bubble closures and self-isolation periods are anticipated; it is important that students are able to access work from home</li> <li>• Gaps in students' access to devices have been made clear through data captured around technology at home</li> <li>• The government's laptop scheme is limited and laptops/devices will be required rapidly in</li> </ul>	<ul style="list-style-type: none"> <li>• QA through student/parent voice into access and convenience</li> <li>• Remote learning to be a part of the TCA QA protocol as an important aspect of ensuring that Quality of Education provided by departments is strong</li> </ul>	SF	Half termly



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	SHARE MAT email addresses <ul style="list-style-type: none"> <li>Disadvantaged students are able to complete any and all work from home, including live lessons and catch up work following absence</li> </ul>	the event of self-isolation/absence owing to COVID-19			
<b>Total budgeted cost</b>					<b>£45000</b>

### 6. Review of expenditure – Pupil Premium spending only

<b>Previous Academic Year</b>		<b>2019/20 (£264,400)</b>																
<b>i. Quality of teaching for all</b>																		
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>			<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>												
<i>Further improve KS4 outcomes for disadvantaged SEND and most able students</i>	<ul style="list-style-type: none"> <li>Disadvantaged students are given free revision guides in English, Maths and Science and are supported to use them through precise and bespoke intervention plans</li> <li>Disadvantaged students' progress is closely monitored and appropriate interventions and adjustments are made in order to ensure that they achieve well</li> </ul>	<ul style="list-style-type: none"> <li>CAGs indicate that, for Y11 leavers, disadvantaged SEND and most able students achieved improved outcomes on 2018/19</li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>P8 (all)</th> <th>P8 (disadvantaged SEND)</th> <th>P8 (disadvantaged most able)</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>0.00</td> <td>-1.67</td> <td>-0.45</td> </tr> <tr> <td>2018/19</td> <td>-0.04</td> <td>-0.84</td> <td>0.00</td> </tr> </tbody> </table>			Year	P8 (all)	P8 (disadvantaged SEND)	P8 (disadvantaged most able)	2019/20	0.00	-1.67	-0.45	2018/19	-0.04	-0.84	0.00	<ul style="list-style-type: none"> <li>Crucial to continue this approach to ensure that gaps are not widened following COVID-19</li> </ul>	
Year	P8 (all)	P8 (disadvantaged SEND)	P8 (disadvantaged most able)															
2019/20	0.00	-1.67	-0.45															
2018/19	-0.04	-0.84	0.00															

## Secondary Pupil premium & catch up funding strategy / self- evaluation

	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• The COVID-19 closure has led to current Y11 disadvantaged students being out of education for around six months, and gaps in learning and learned misconceptions are being gathered by departments into this academic year</li> </ul>		
<p><i>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</i></p>	<ul style="list-style-type: none"> <li>• Cultural capital is built for disadvantaged students through educational trips, visits and experiences in and out of the Academy</li> <li>• A clear statement of intent for TCA's mission for disadvantaged students is in place and addressed by all departments</li> <li>• 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</li> <li>• Perceptions of disadvantaged students are positive; they are clear about what is expected of them,</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum plans and schemes of learning were updated to reflect the target, with deep dives and QA activity revealing strengths in the majority of subjects including History, Maths, Science and English with gaps in Geography and PE evident</li> <li>• Owing to COVID-19, curriculum plans are being reshaped throughout 2020/21 for all cohorts in order to identify misconceptions and plan for coverage of knowledge required</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on COVID-19 catch-up curriculum</li> <li>• KS3 and KS4 catch-up opportunities are crucial</li> <li>• Curriculum plans need to be central to priorities for 2020/21 to ensure that new routines are embedded and do not</li> </ul>	

## Secondary Pupil premium & catch up funding strategy / self- evaluation

	their targets, their next steps, and they feel valued at TCA		hinder quality of education	
			<b>Total cost = £37,939</b>	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<i>Continue to improve literacy and numeracy skills for identified disadvantaged students and close gaps in learning and facilitate transition into mainstream when RA of 9.5 is attained</i>	<ul style="list-style-type: none"> <li>Improved quality of education for disadvantaged students</li> <li>Reading ages for significant majority of disadvantaged students are able to access the mainstream curriculum (9+)</li> <li>Disadvantaged students' use of the Library is increased</li> <li>Disadvantaged students' English outcomes improve and are broadly in line with other students</li> <li>Disadvantaged students' perceptions of their ability to access the curriculum are positive from a literacy and numeracy perspective</li> <li>QA of literacy and numeracy Alternative Learning Pathway lessons is positive</li> <li>Lexia and reading catch-up programmes are used well by students and progress is evident</li> </ul>	<ul style="list-style-type: none"> <li>Intensive work with the ALP was undertaken to become a more fluid system and allow students to access the full suite of KS3 subjects whilst being given catch-up provision</li> <li>85% of all students made progress significant enough to rejoin mainstream KS3 lessons and require either less or no catch-up support from the ALP or SEND team</li> <li>Owing to education being missed as a result of COVID-19 and CAT4 and reading age assessments early in 2020/21 demonstrating significant need for intensive reading intervention in disadvantaged and vulnerable Y7 students, this will remain a target</li> <li>Clear impact from Lexia and other reading interventions separate to the ALP shows that the vast majority of disadvantaged students made progress of 1.5 months in their reading age per chronological month</li> </ul>	<ul style="list-style-type: none"> <li>Owing to COVID-19, it remains important to maintain a clear focus on reading catch-up and intervention to allow all students to access a broad curriculum</li> <li>Changes to the ALP's structure will not mitigate against its impact in 2020/21 and</li> </ul>	

## Secondary Pupil premium & catch up funding strategy / self- evaluation

			will allow students to continually study a fully broad curriculum	
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**Total cost = £75,851**

### 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									
<p><i>Further improve behaviour and attendance, particularly for disadvantaged boys, and close gaps for disadvantaged groups</i></p>	<ul style="list-style-type: none"> <li>Disadvantaged students' attendance is broadly in line with non disadvantaged peers</li> <li>Attendance reports indicate improving patterns of attendance for identified student</li> <li>Students of concern have a My Support Plan (MSP) in place and regularly monitored</li> <li>The Bridge is used to meet the needs and improve behaviour and attendance of the most vulnerable disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>Significant reductions in FTEs were made in 2019/20, based on the September to March sample size compared with 2018/19 with disadvantaged students still requiring further support to reduce the level of exclusion</li> </ul> <table border="1"> <thead> <tr> <th>Year</th> <th>FTE (all) %</th> <th>FTE (disadvantaged) %</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>2.94 (16 students)</td> <td>3.9 (6 students)</td> </tr> <tr> <td>2018/19</td> <td>4.41 (19 students)</td> <td>3.16 (4 students)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The Bridge and alternative provision placements were used to support behaviourally vulnerable students</li> </ul>	Year	FTE (all) %	FTE (disadvantaged) %	2019/20	2.94 (16 students)	3.9 (6 students)	2018/19	4.41 (19 students)	3.16 (4 students)	<ul style="list-style-type: none"> <li>Following COVID-19 closure, disadvantaged students will require intervention to support re-integration to expectations and routines</li> <li>Use of The Bridge for intervention periods is</li> </ul>	
Year	FTE (all) %	FTE (disadvantaged) %											
2019/20	2.94 (16 students)	3.9 (6 students)											
2018/19	4.41 (19 students)	3.16 (4 students)											

## Secondary Pupil premium & catch up funding strategy / self- evaluation

	<ul style="list-style-type: none"> <li>• Student and parent voice activity indicates perceptions of attendance and behaviour whilst at TCA are changing positively</li> <li>• Clear processes are in place to ensure that the Attendance Officer and Heads of Year prioritise absence of disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged students' behaviour, based on KPIs, remained higher than non-disadvantaged students</li> <li>• KPIs demonstrated that boys' behaviour remained less positive than girls'</li> <li>• Owing to impact of COVID-19 absence and the requirement to ensure normalisation again, this remains a significant priority for 2020/21</li> </ul>	<p>crucial to provide pastoral catch-up support</p> <ul style="list-style-type: none"> <li>• Clear expectations around attendance need to be re-embedded and this is important in normalising attendance for disadvantaged students</li> </ul>										
<p><i>Continue to accelerate KS4 progress and further close gaps for disadvantaged students, especially in English</i></p>	<ul style="list-style-type: none"> <li>• The leadership of the department considers disadvantaged students' progress as a priority and addresses concerns where required</li> <li>• English lessons give disadvantaged students the opportunity to work in a calm, purposeful environment</li> <li>• English classes are taught with precision, offer opportunities for disadvantaged students to work independently, and verbal feedback is given to</li> </ul>	<ul style="list-style-type: none"> <li>• CAGs in English compared to 2019 KS4 outcomes (progress scores):</li> </ul> <table border="1" data-bbox="884 1021 1563 1161"> <thead> <tr> <th>Year</th> <th>P8 (all)</th> <th>P8 (disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>-0.04</td> <td>-0.29</td> </tr> <tr> <td>2018/19</td> <td>-0.29</td> <td>-0.4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Clear improvements were made in English owing to a new leader, redesigned curriculum and significantly heightened expectations</li> <li>• QA activity was clear in demonstrating the level of challenge and quality of work in exercise books was significantly higher compared to previous years</li> </ul>	Year	P8 (all)	P8 (disadvantaged)	2019/20	-0.04	-0.29	2018/19	-0.29	-0.4	<ul style="list-style-type: none"> <li>• The quality of education for disadvantaged students in English is improving, but this remains a priority following the COVID-19 closure, though this is the case in a</li> </ul>	
Year	P8 (all)	P8 (disadvantaged)											
2019/20	-0.04	-0.29											
2018/19	-0.29	-0.4											

## Secondary Pupil premium & catch up funding strategy / self- evaluation

	<p>disadvantaged students as a priority</p> <ul style="list-style-type: none"> <li>Teachers use TCA intervention resources to signpost disadvantaged students towards revision materials</li> <li>Disadvantaged students benefit from smaller sets and greater contact from teachers</li> <li>A range of strategies benefit students in development of their vocabulary, leading to improvements in written responses through work in exercise books</li> </ul>	<ul style="list-style-type: none"> <li>This remains a priority for 2020/21 – owing to COVID-19 it is important to mitigate against the negative impact in a highly important area of students’ education</li> </ul>	<p>range of subjects</p> <ul style="list-style-type: none"> <li>Embedding of expectations and norms, alongside extra support for students is important</li> <li>Leadership in English is much improved, and the quality of education has made positive steps forward thus far</li> </ul>															
<p><i>Continue to work to raise aspirations for disadvantaged students, including access to further education, employment options and apprenticeships</i></p>	<ul style="list-style-type: none"> <li>Potential disadvantaged NEET students are identified in KS3 and are fast-tracked to careers guidance</li> <li>Work experience and college visits for disadvantaged students are individually curated and targeted individually</li> <li>Disadvantaged students are closely mentored at KS4 and are encouraged towards appropriate next steps</li> </ul>	<ul style="list-style-type: none"> <li>Owing to COVID-19, opportunities for work with potential NEET students at the end of Y11 was limited</li> <li>In Autumn term, KS4 students visited a range of curated college and apprenticeship taster days and presentations to reduce the chances of them being NEET including Huddersfield University, the University of Leeds and college open days</li> <li>However, final NEET figures were positive:</li> </ul> <table border="1" data-bbox="884 1337 1727 1544"> <thead> <tr> <th>Year</th> <th>NEET % (non-disadvantaged)</th> <th>NEET % (disadvantaged)</th> <th>A level study % (non-disadvantaged)</th> <th>A level study % (disadvantaged)</th> <th>Level 3 study % (all)</th> <th>Level 3 study % (disadvantaged)</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>1.3 (2)</td> <td>0.6 (1)</td> <td>44.3</td> <td>28.1</td> <td>20.5</td> <td>17.5</td> </tr> </tbody> </table>	Year	NEET % (non-disadvantaged)	NEET % (disadvantaged)	A level study % (non-disadvantaged)	A level study % (disadvantaged)	Level 3 study % (all)	Level 3 study % (disadvantaged)	2018/19	1.3 (2)	0.6 (1)	44.3	28.1	20.5	17.5	<ul style="list-style-type: none"> <li>COVID-19 hampered progress on this objective</li> <li>Ensuring students are not NEET remains important and steps are in place to monitor</li> </ul>	
Year	NEET % (non-disadvantaged)	NEET % (disadvantaged)	A level study % (non-disadvantaged)	A level study % (disadvantaged)	Level 3 study % (all)	Level 3 study % (disadvantaged)												
2018/19	1.3 (2)	0.6 (1)	44.3	28.1	20.5	17.5												

## Secondary Pupil premium & catch up funding strategy / self- evaluation

	<ul style="list-style-type: none"> <li>NEET figures for disadvantaged students are low and are closely monitored</li> </ul>	<table border="1" data-bbox="884 156 1720 193"> <tr> <td>2017/18</td> <td>1.7 (2)</td> <td>2.4 (1)</td> <td>32.7</td> <td>26.1</td> <td>31.3</td> <td>19</td> </tr> </table> <ul style="list-style-type: none"> <li>Disadvantaged students are being focused on for EBacc participation through KS4 options in this academic year</li> <li>Disadvantaged students' aspirations towards L3 or A level study post-16 needs to be developed further</li> <li>This remains a priority into 2020/21 in order to mitigate against disadvantaged students' aspirations being negatively affected by COVID-19 closure and significant periods of time away from the Academy and education</li> </ul>	2017/18	1.7 (2)	2.4 (1)	32.7	26.1	31.3	19	<p>potential issues and provide intensive support</p>	
2017/18	1.7 (2)	2.4 (1)	32.7	26.1	31.3	19					
				<p><b>Total cost = £150,610</b></p>							
<p><b>7. Additional detail</b></p>											

## Secondary Pupil premium & catch up funding strategy / self- evaluation