

Pupil premium strategy statement – Thornhill Community Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Thornhill Community Academy
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Matthew Burton
Pupil premium lead	Mark Ward
Governor / Trustee lead	Jenny Whitehall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270,875.00
Recovery premium funding allocation this academic year	£ 85219.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 88,000 (TBC)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 433,152.00

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

- Teaching priorities
- Targeted academic support
- Wider approaches

Our ultimate objectives for our disadvantaged students are to:

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

- Provide a curriculum and learning experience which raises aspirations and supports students, regardless of background to go onto appropriate education, employment or training
- 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 (£45,678.00)
- Staffing of intervention groups, holiday sessions, Saturday School, School-Led Tutoring (£23,951.00)
- Staff CPD to enable staff to see good practice in other schools (£2000.00)

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) and the employment of an Academic Mentor for English. 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 Associate Assistant Headteacher with responsibility for Closing the Gap (£21,355.00)
- Disadvantaged co-ordinator x 2 TLR 3 (£5,950)
- Academic Mentor (£21,000)
- 40% of costs associated with school led tutoring (£30,823.20)
- Partial funding of the EMA coordinator (£11,851.20)
- Partial funding of the EMA teaching assistant (£5,693.20)
- Alternative Provision (The Bridge) Manager, majority funded by the Huddersfield Town Foundation (£14,500.00)
- Partial funding of the Assistant Director of Inclusion (£13,310.00)
- Partial funding of 4 x ETA's and one advanced ETA (£21,418.00)
- Brilliant Club (£2,148.00)
- Staffing costs related to targeted academic support from HTAFC students accessing the Bridge Curriculum (£14,500.00)

c) Wider Approaches

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

- Partial funding of the Pastoral Attendance Manager (£20,620.50)
- Partial funding of the Designated Safeguarding Lead (£21,832.00)
- Partial funding of 3x Student Support Managers (£26,608.00)
- Partial funding of the Deputy Headteacher with responsibility for behaviour and attendance (£28,540.00)
- Partial funding of SENCO with responsibility for transition of vulnerable students (£5,486.00)
- Choices Life Choices- Student life coaching sessions, £300 pw x 38 weeks (£11,400.00)

Student counselling, £450 pw x 38 weeks (£17,271.00)

Challenges

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

Challenge number	Detail of challenge										
1	<p>Low levels of literacy impacting students' ability to access the curriculum:</p> <ul style="list-style-type: none"> • The Yorkshire region has some of the lowest literacy rates in England • Historically, students joining Thornhill have low literacy rates, with a significant number of students below expected levels. • Covid 19 and periods of lockdown have had a significant impact on literacy progress, particularly amongst those who are disadvantaged. • Regional KS2 SATs results are lower than national <table border="1" data-bbox="504 913 1155 1155"> <thead> <tr> <th></th> <th>2022 Y7</th> <th>2021 Y7</th> <th>2020 Y7</th> <th>2019 Y7</th> </tr> </thead> <tbody> <tr> <td>Reading (% below expected)</td> <td>42</td> <td>40</td> <td>38</td> <td>30</td> </tr> </tbody> </table>		2022 Y7	2021 Y7	2020 Y7	2019 Y7	Reading (% below expected)	42	40	38	30
	2022 Y7	2021 Y7	2020 Y7	2019 Y7							
Reading (% below expected)	42	40	38	30							
2	<p>Lower academic outcomes for disadvantaged students compared to non-disadvantaged students</p> <p><u>Y11 Outcomes 2022:</u> <u>P8</u> PP: -0.06 Non-PP: +0.29 Pupil Premium Gap: -0.35</p> <p><u>Attainment 8</u> PP: 40.07 Non-PP: 51.46 Pupil Premium Gap: -11.39</p> <p><u>Standard pass in English & Maths</u> PP: 54.72% Non-PP: 80% Pupil Premium Gap: -25.28%</p>										
3	<p>Gaps in student learning, particularly the disadvantaged have been exasperated as a result of Covid 19:</p>										

	<ul style="list-style-type: none"> • 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. The impact of this can still be seen in KPIs; attendance, engagement in lesson and outcomes. • 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. <p>The new Y7 intake has lower reading ages than previous cohorts. Observations of this new intake suggest gaps in student learning.</p>
4	<p>Following the Covid 19 pandemic, there has been a significant rise in mental health concerns and this is a barrier to engagement, especially for disadvantaged students and those identified as vulnerable</p> <ul style="list-style-type: none"> • 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, 48% of students who were referred for wellbeing support were disadvantaged.
5	<p>Poor attendance negatively affecting students' progress, especially the disadvantaged:</p> <p>On average, across TCA, disadvantaged students' attendance is 3% lower than their non-disadvantaged peers. They are more likely to be persistently absent (13% difference) and they are more likely to arrive late to school (1.1% difference).</p>
6	<p>Disadvantaged students are more likely to receive fixed term and internal exclusions:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • There is a small cohort of students who require a bespoke curriculum offer, to support engagement with school and enable them to achieve their full potential.
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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 skills for disadvantaged students, further closes gaps with non-disadvantaged students	<ul style="list-style-type: none"> • Reading ages for disadvantaged students increase and are in line with non-disadvantaged • All students have up to date reading age data 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 • The reading intervention programme effectively supports those who have the lowest literacy levels <p>Students, in particular the disadvantaged develop an increased vocabulary range, which in turn improves outcomes</p>
2. There is a negligible difference in outcomes between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> • Attainment 8 and Progress 8 measures show that the gap between disadvantaged and non-disadvantaged has narrowed.

	<ul style="list-style-type: none"> • KS4 outcomes, particularly in English, are improved for disadvantaged students • The proportion of students successfully completing EBacc at the end of KS4 is at least 65% for 2025 leavers • QA activity demonstrates little variability between disadvantaged and non- disadvantaged students' exercise books and the quality of work produced is of the same standard • Disadvantaged student voice is positive about experiences across the curriculum • 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 <p>Curriculum leaders and teachers adjust the curriculum and how the curriculum is delivered through clear plans which are regularly updated</p>
<p>3. The Quality of Education for disadvantaged students is improved and provides a challenging, broad and balanced catch-up curriculum allowing breadth of learning, particularly at KS3, to develop knowledge and cultural capital</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all, with no narrowing for the disadvantaged • Disadvantaged students are supported to achieve well through curriculum organisation and extra 'catch-up' academic support embedded in all curriculum areas • Schemes of learning in all areas target misconceptions, gaps in knowledge and teaching are

	<p>responsive to help disadvantaged students catch up</p> <ul style="list-style-type: none"> • 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 • The EMA departmental works with identified female students to raise aspirations Post 16 for this cohort <p>Students are keen to learn and can see their learning as part of a 'bigger picture', linking to their future and into higher and further education</p>
<p>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.</p>	<ul style="list-style-type: none"> • Mental health support and advice is regularly signposted to students and staff • The Student Support Hub offers effective pastoral support, reducing barriers to learning and attainment. • The mental health and emotional wellbeing provision in school includes Prosper, which links emotional support to academic outcomes. There is a life coach three days per week and a fully qualified BACP registered counsellor one day per week. • The Academy works closely with the local CAMHS provision and meet regularly with the Trailblazers Mental Health Support Team. • Mental health concerns are triaged to appropriate staff members quickly

	<ul style="list-style-type: none"> • Disadvantaged students are prioritised for completion of the Know Every Child document. • Mental health and wellbeing are at the heart of the curriculum with all teachers being teachers of mental health <p>QA shows that students feel supported and know where to go if support is needed.</p>
<p>5. Attendance of disadvantaged students improves and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged students, girls and those with SEND improves and is in line with other groups • Where appropriate, robust actions are implemented and result in an increase in attendance • Daily interrogation of a list of key targeted disadvantaged students is analysed to refine attendance priorities and ensure that disadvantaged students attend well • Students engage personally with and take responsibility for their own attendance via Learning for Life attendance education. • The Attendance Manager is rigorous in their commitment to enforcing high rates of attendance, particularly amongst those who are persistently absent. • Rewards are used to acknowledge excellent or improved attendance and are valued by students • Students recognise the value of attendance and how it correlates with academic outcomes <p>Parental engagement with the Attendance Matters initiative decreases rates of absenteeism.</p>
<p>6. The number of fixed term and internal exclusions decreases for disadvantaged students and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Students at risk of permanent exclusion receive a bespoke high-quality education

	<ul style="list-style-type: none"> • Permanent exclusions from TCA remains low and are below national average • Internal exclusions and suspensions are reduced significantly from the previous year • Leaders are aware of KPIs pertaining to behaviour and put clear actions into place • Internal exclusion does not limit students' access to the curriculum • 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 • Rewards events ran, have an appropriate representation of disadvantaged students. • There is no difference in the number of B3 sanctions for disadvantaged versus non-disadvantaged • Where required, strategies are implemented effectively and support disadvantaged students to remain in school • Post 16 apprenticeship/college programmes are in place for disadvantaged students at risk of becoming NEET. • Disadvantaged students feel positive about their future as a result of the careers programme. This has increased students engaged with academic studies.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 149,415.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on vocabulary strategies and implementation of Tier 2 vocab via SoL.	<p><i>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</i> (EEF 2021)</p> <p>Periods of lockdown and time away from face-to-face lessons has led to more pronounced gaps in vocabulary acquisition for a greater number of disadvantaged students</p>	1
Staff CPD on reading catch up and awareness around the use of phonics within teaching.	<p>Studies exploring secondary pupils' reading assessment in the autumn term 2020 noted that schools with a high proportion of pupils from disadvantaged backgrounds had learning losses 50% higher than those with fewer disadvantaged pupils. (DfE 2021)</p>	1
Staff CPD on effective strategies to support the disadvantaged in the classroom	<p><i>The educational outcomes of pupils from disadvantaged households in England are significantly lower than their more affluent peers and the gap gets wider as pupils get older</i> (EEF, 2018).</p>	1, 2 & 3
Effective Wave 1 intervention in the classroom meets the needs of SEND students, especially those who are disadvantaged SEND	<p><i>Disadvantaged pupils with SEN support or an Education Health and Care plan (EHCP) were predicted to have significantly lower outcomes, than their disadvantaged peers who did not have some form of SEND identification.</i> (National Foundation for Educational Research 2019)</p> <p>A greater proportion of SEND disadvantaged students access support from an EHCP or My</p>	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	<p>Time away from face-to-face lessons has led to more pronounced gaps in knowledge for a greater number of vulnerable students</p> <p><i>Disadvantaged students with lower literacy and numeracy levels require additional support in order to be able to access the full KS3 curriculum</i></p> <p>The basic underpinning principles of literacy and numeracy are key in ensuring that disadvantaged students are supported to achieve through the curriculum</p>	1,2,& 3
Further develop a love of reading through ERIC at KS3 and increase library usage by disadvantaged students	<p><i>1 in 8 disadvantaged children don't own a book at home.</i> (National Literacy Trust)</p> <p><i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exasperated by the Covid 19 Pandemic.</i> (Institute of education 2021)</p> <p>Reading is exceptionally important and regular reading forms positive habits for across the entire curriculum</p>	1
The reading intervention programme meets the needs of students	<i>Due to the Covid 19 pandemic there is a significant learning loss in literacy</i>	1

with the lowest literacy levels.	<i>and numeracy. This is greatest in the Yorkshire & Humber region (Institute of Education 2021)</i> The basic underpinning principles of literacy are key in ensuring that disadvantaged students are supported to achieve through the curriculum	
A Learning for Life Curriculum is developed for all year groups, covering Personal Development, PSHE, Careers, Citizenship and Religious Education.	<i>'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (DfE 2022)</i>	2,4,5
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)	<i>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.</i>	6

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

Budgeted cost: £94,821.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Fresh Start Phonics and Lexia intervention to support increased numbers of	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	1

<p>students requiring additional reading support.</p> <p>Appropriate training for staff delivering the Fresh Start Phonics and Lexia packages.</p>	<p>average for 'all' students is a further 3 points below national average.</p> <p><i>For disadvantaged students with reading ages below 9, reading interventions will support them to improve these over short-term periods in order to more confidently access the full KS3 curriculum</i></p>	
<p>Use of literacy and numeracy intervention groups for those students not meeting expected outcomes</p>	<p><i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exasperated by the Covid 19 Pandemic.</i></p> <p>(Institute of education 2021)</p>	1
<p>Maintain the EMA base as a provision for delivering academic and pastoral support for ethnic minority students, in particular the EAL disadvantaged.</p>	<p>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 35% of students who received support from EMA during 2021-2022, those with EAL made up 98% of students on the caseload.</p>	1,2,3,4,5 &6
<p>An intervention group is established for Ethnic Minority girls who have low aspirations Post 16. This is effective in increasing attendance, engagement and aspirations Post 16.</p>	<p>Student voice has identified a cohort of ethnic minority girls who have limited aspirations Post 16.</p> <p>Traditionally British Pakistani women in the community we serve, are not in employment and many are stay at mums.</p>	1,2,3,4,5 &6
<p>Brilliant Club is run for Most Able disadvantaged students in Y9</p>	<p>Most Able disadvantaged statistically fall behind more at secondary school than average ability peers.</p> <p><i>Highly able pupil premium pupils achieve half a grade less than other</i></p>	2

	<p><i>highly able pupils, on average, with a very long tail to underachievement.</i> (Sutton Trust 2015)</p> <p>The 12 students who completed the Scholars Programme in 2021-2022 all achieved a 2.2 or higher. All students have increased aspirations to go onto university.</p>	
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	<p>Appropriate tuition for identified disadvantaged students will plug gaps in learning caused by missed face-to-face lessons.</p> <p>A higher proportion of disadvantaged students did not engage as effectively with remote learning during lockdown as their non- disadvantaged peers</p> <p><i>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</i> (DfE School-Led Tutoring Guidance 2021)</p>	1, 2 & 3
Additional teaching/intervention time (1:2:1/small group intervention, P7s, Saturday School, Holiday sessions) is provided to raise attainment for	<i>The educational outcomes of pupils from disadvantaged households in England are significantly lower than their more affluent peers and the gap gets wider as pupils get older</i> (EEF, 2018)	2&3

disadvantaged students in KS4, predominantly Y11	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.	
Employment of an Academic Mentor in English to raise attainment for disadvantaged students in KS4.	<i>The educational outcomes of pupils from disadvantaged households in England are significantly lower than their more affluent peers and the gap gets wider as pupils get older</i> (EEF, 2018)	2&3
Provide a revision programme, resources and revision guidance to ensure that disadvantaged students have access to opportunities to revise key content ahead of terminal examinations	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 time to grasp revision skills and exam technique.	2&3
Assign targeted 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	<i>Mentoring can have a positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</i> (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	<i>Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF 2022)</i>	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 (37%) and these students require significant, intensive support'	1,2&3
Provide appropriate ICT equipment for SEND disadvantaged students, to support where required exam access arrangements.	A disproportionately high number of SEND disadvantaged students have access arrangements and require ICT for access arrangements due to lower levels of literacy	2,3 & 5

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

Budgeted cost: £182,964.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all disadvantaged and identified vulnerable students have a careers interview and follow up intervention.	<p>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</p> <p>EBacc uptake from disadvantaged students is lower than for their non-disadvantaged peers; it is important that aspiration is at the root of option choices for all students</p>	3

	Disadvantaged students' participation in L3 or A Level, post-16 pathways is lower than their non-disadvantaged peers	
Trips and extra-curricular opportunities are in place to provide rich cultural capital opportunities and raise aspirations, especially for the disadvantaged.	<i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i> (Social Mobility Commission)	2 & 3
Refine robust attendance tracking systems and interventions to identify targeted <i>disadvantaged students whose attendance falls below good and excellent levels</i>	On average, across TCA, disadvantaged students' attendance is 3% lower than their non-disadvantaged peers. They are more likely to be persistently absent (13% difference) and they are more likely to arrive late to school (1.1% 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 <i>disadvantaged and vulnerable students for whom attendance has been an historical issue to ensure that an no excuse culture is in place.</i>	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 <i>Higher pupil absence predicts lower P8 scores for disadvantaged pupils.</i> (National Pupil Database) TCA data from Summer 2022 showed the following:	5

	<ul style="list-style-type: none"> • The top 10 students who made the best progress in school last year had an average attendance of 95.7%. • Of the top 40 students for progress, only 8 had attendance of lower than 93% • Of the bottom 10 students, those with the poorest progress, only three had attendance over 90% 	
Retention of pastoral attendance manager whom has responsibility for tracking and interventions, with a particular focus on disadvantaged attendance.	<i>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)</i>	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 <i>Disadvantaged pupils miss more school than their more affluent peers. (National Pupil Database)</i>	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., Bumpy, Boxing) to enhance functional skills and engagement with education for those students at risk	<i>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. (Social Mobility Commission)</i>	6

of fixed term/internal exclusion and NEET.		
Deliver CPD to train staff on the effective use of Class Charts, as a method for recording all student behaviour, both positive and negative.	Class charts will be introduced to improve the recording, monitoring and analysis of student behaviour and for rewarding students. Disadvantaged students are more likely to display negative behaviour and require more intervention to support their behaviour. Analysis of the behaviour and rewards for disadvantaged students will improve the provision offered and drive engagement with learning, especially for disadvantaged students.	6
Establish a house system which promotes community cohesion and a sense of belonging. Which in turn, feeds into the rewards system.	Students who participate in academic and non-academic activities at school, develop a sense of belonging – their friends are there, they have good relations with teachers and other students, and they identify with and value schooling outcomes. (Student Engagement at School - A sense of belonging. Results from PISA 2000)	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 <i>A higher proportion of disadvantaged pupils have at least one fixed term exclusion during secondary schooling. (National Pupil Database)</i> 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	<i>Mentoring interventions may be more beneficial for disadvantaged pupils, as the development of</i>	6

those students most at risk of receiving a fixed term or internal exclusion	<i>trusting relationships with an adult or older peer can provide a different source of support.</i> (EEF)	
Maintain the work undertaken by 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 Learning For Life curriculum	Following COVID-19, referrals for mental health concerns, particularly in female students from disadvantaged backgrounds have been steadily increasing. The recent cost of living crisis, means that disadvantaged students run the risk of becoming more disadvantaged. Or students who were not previously disadvantaged, may fall into this cohort.	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 2021-2022, 48% of students who were referred for wellbeing support were PP.	4
Continue to embed the excellent principles which were established as part of the journey to achieve the Carnegies School Mental Health award at Gold level.	National and school figures show that disadvantaged students are more likely to require support with mental health and emotional wellbeing issues.	4
Continue to develop an extra-curricular timetable which offers a range of activities for all students, in particular disadvantaged. This will feed into the House System.	<i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i> (Social Mobility Commission)	4,5, &6
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: 427,202.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

Aim - Improved literacy and numeracy skills for disadvantaged students, further closes gaps with non-disadvantaged students

Outcome - SoL/PoS updated to address gaps in learning. Impact of this evidenced via Deep Dives and other QA activities.

A bespoke reading intervention programme established with a 5 Wave intervention programme. Intervention programme includes the use of Fresh Start Phonics, an intensive literacy programme with a primary trained teacher, Lexia and 1:2:1 reading. Since starting in July 2022, this is having a noticeable impact on those students with significantly low reading ages.

An Academic Mentor has been appointed to provide additional classroom support in English and provide small group intervention. This has had a positive impact on students' engagement and attainment.

Reading ages assessments taken place for all students. New starters also tested alongside baseline assessments. Historic data shows good progress for both disadvantaged and non-disadvantaged.

Reading age comparison from the last 18 months indicates that:

- Year 8 increased by 21 months

- Year 9 increased by 23 months
- Year 10 increased by 21 months
- The Year 7 Reading intervention cohort (Lexia and/or Phonics) has increased by 25 months on average. Of the initial cohort of 29 students, 21 achieved exit criteria

Library loans last year were very high with 6,542 books issued over the academic year. 33% of these loans were by disadvantaged students. There were 1,000 new books purchased for the library and Library visits became a regular feature for KS3 students. A new online portal has encouraged borrowing of books and reading for pleasure. The ERIC reading programme is embedded into the Maths & English curriculum. Student voice is positive of this opportunity to read for pleasure.

The Study Skills programme at KS3 covers fundamental SPaG and Numeracy basics. A Peer Review in November 2021 by J.McGrath was positive of this.

CPD has been delivered on supporting literacy in the classroom. Departments are researching and embedding subject specific strategies into curriculum plans.

Further work to be undertaken in the academic year 2022-2023 to fully establish the reading intervention programme.

Aim - There is a negligible difference in outcomes between disadvantaged and non-disadvantaged students

Outcome - 2022 Overall Progress 8 of 0.18, PP -0.06 Vs -Non-PP: 0.29. This is a noticeable increase from 2019 when overall progress was -0.05, PP -0.17 Vs Non-PP 0.01.

Outcomes for English have improved. In 2019, PP outcomes for English Language were at -0.82 compared with 2022 attainment of -0.67.

Outcomes for Maths have improved. In 2019 PP outcomes for Maths were 0.1 compared with 2022 attainment of 0.21

A significant amount of bespoke and different intervention has been put into place, for in particular disadvantaged students. This has included 1:2:1 tuition, small group tuition, employment of an Academic Mentor, Saturday School and Easter/May half term revision schools.

51% of the 2022 cohort were entered for the EBacc, with 29.4% achieving a standard pass and 22% a strong pass. This is a significant increase from 2019, when 24% of the cohort were entered, 15% achieved a standard pass and 10% a strong pass.

EBacc figures for Y9 options were at 52%. 41% of disadvantaged students are on an EBacc pathway.

The weekly student voice and work scrutiny exercise that looks closely at provision for our disadvantaged students regularly evidences that there is no marked disparity in

quality. Disadvantaged students speak highly of the teaching, care and guidance they receive.

School Led Tutoring has been set up and is providing small group targeted intervention for students working below expected levels in English, Maths, Science, Geography and MFL. By the end of the academic year, a total of 221 students from years 9-11 had received tuition. A total of 1,607 hours tuition was delivered.

Curriculum Leaders and teachers have reshaped the curriculum as part of the SHARE MAT curriculum planning focus. These curriculum plans clearly show the components for learning, transferable skills and the bigger picture.

Drop-ins on teaching and learning that have occurred over the course of the year have evidenced that disadvantaged students are receiving a good deal from their teachers.

SEND CPD has had a positive impact. Teachers and adults are regularly employing effective strategies to support disadvantaged and vulnerable students in the classroom. This is monitored through regular QA activities by Senior & Middle Leaders across the Academy

Aim - The Quality of Education for disadvantaged students is improved and provides a challenging, broad and balanced catch-up curriculum allowing breadth of learning, particularly at KS3, to develop knowledge and cultural capital

Outcome - The curriculum is not narrowed. Students who require additional literacy support are taken from different subjects to reduce gaps in knowledge from other subjects. Additional English and maths support is offered in short, intensive sessions, which mirror the curriculum content in English and maths. This, therefore, allows students to return to English and maths groups without missing curriculum content.

Middle leaders have created and implemented new curriculum plans. The recovery curriculum has addressed gaps in knowledge due to lack of participation/engagement/IT issues during National lockdowns and isolation periods.

New plans allow leaders and teaching staff to sequence the components of knowledge to ensure progress. Work across the Trust has supported this process.

Very small number of students with an alternative pathway are those with severe SEND requiring intensive support. Only 2 mainstream students in year 10 had a reduced curriculum to enable alternative provision.

Alternative provision in the Bridge is as broad as possible to allow for the range of interventions in place for the KS4 students. Of the three students from the Bridge cohort who left this year, all three are in Post 16, Education, Employment/Training. These students sat and achieved qualifications in English, maths and science. For students at risk of permanent exclusion, this will have a significant impact on their life chances.

The curriculum within the ARP is broad and balanced, whilst allowing for the specialist intervention required to address the complex communication and interaction needs for the students attending.

Watch Lists are established following each round of assessments. These identify students working below expected levels and or also having poor behaviour and attendance. Students voice conversations take place with students identified. Students are very positive of this initiative and the impact of the interventions in the classroom following these are evident via SLT QA, Student data and follow up student voice.

The weekly student voice and work scrutiny exercise that looks closely at provision for our disadvantaged students regularly evidences that there is no marked disparity in quality. Disadvantaged students speak highly of the teaching, care and guidance they receive

A significant amount of bespoke and different intervention has been put into place, for in particular disadvantaged students. This has included 1:2:1 tuition, small group tuition, employment of an Academic Mentor, Saturday School and Easter/May half term revision schools. By the end of the academic year, a total of 221 students from years 9-11 had received tuition. A total of 1,607 hours tuition was delivered. The impact of this can be seen via 2022 results.

Aim - 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.

Outcome - The Student Support Hub is effective, as is Prosper (the new wellbeing service). Staff running these have completed additional training so they can provide more specialist support and intervention. These courses/qualifications have included Therapeutic Story Writing, ELSA, Mental Health First Aid, and Drawing and Talking Therapy.

During 2021-2022, 203 referrals had been made to Prosper. 48% of the referrals were for Pupil Premium students.

During 2021-2022, the Life Coach had 42 students on the caseload and the Counsellor had 17 students on the caseload.

The Mental Health Support Team (MHST) dealt with 9 referrals during 2021-2022. The Family Worker from the MHST has come in to school and delivered sessions to parents.

Mental health provision has had a positive impact on attendance, with whole school attendance at the end of half term 5 being 94.2% and Pupil Premium attendance being 92.19%.

Staff received refresher training on ACEs and Trauma Informed Practice.

School achieved the Carnegie School Mental Health Award at Gold level.

Mental Health and Wellbeing was delivered via the Study Skills programme. Students have a weekly Wellbeing Wednesday session covering topics such as anxiety and coping with loss. A Peer Review in November 2021 by J.McGrath and student voice is very positive of this.

Mental health and wellbeing are at the heart of the PSHE curriculum. A Peer Review in November 2021 by J.McGrath reviewed this highly.

Aim - Attendance of disadvantaged students improves and is broadly in line with non-disadvantaged

Outcome - Due to the impact of COVID-19, both historical and current, it's really difficult to get a clear comparative picture of attendance. Compared to other schools within the MAT and nationally, we had good attendance during 2021-2022, despite COVID.

Attendance Matters initiative has been launched and embedded. Students track their attendance weekly through Study Skills.

Weekly KPI meetings are used to identify priorities/groups and strategies for intervention.

Attendance at the end of half-term 5 was:

- Whole school – 94.2%
- Pupil Premium – 92.19%
- Not Pupil Premium – 95.08%
- EHCP – 91.38%
- SEN Support – 91.14%
- No SEND – 94.97%
- Girls – 93%
- Boys – 95.4%

The new Pastoral Attendance Manager, Lynn Marsden, has made a positive impact and is challenging parents and students to improve their attendance. Lynn has attended Legal Intervention Training from the Local Authority to ensure our processes for prosecuting parents for poor attendance is appropriate.

Attendance Support Plan meetings have taken place and paperwork was submitted to the LA to request a number of prosecutions.

Reward initiatives were implemented. These were a Starbucks trip for key students who improved their attendance, and a resilience building trip for a key cohort of poor attenders (SEN Support girls).

Aim - The number of fixed term and internal exclusions decreases for disadvantaged students and is broadly in line with non-disadvantaged

Outcome - Students who are at risk of permanent exclusion are able to access the Bridge where they follow a bespoke curriculum. A new appointment to the Bridge has enabled relationships to develop to ensure there is a reduction of behaviour points for these students.

In the academic year there has been three permanent exclusions, all three were PP students.

A breakdown of the behaviour data is:

Number of B3s

		HT1	HT2	HT3	HT4	HT5	HT6
DIS-ADV	%	43	36	29	34	24	24
NON DIS-ADV	%	57	64	71	66	76	76

Number of IE

		HT1	HT2	HT3	HT4	HT5	HT6
DISADV	%	37	43	30	46	36	35
NON DIS-ADV	%	63	57	70	54	64	65

Number of offsite IE

		HT1	HT2	HT3	HT4	HT5	HT6
DIS-ADV	%	33	31	58	50	40	36
NON DIS-ADV	%	67	69	42	50	60	64

Number of FTE

		2021-2022
DISADV	%	55
NON DISADV	%	45

The decline in the number of B3 removal for disadvantaged students is due to the consistent use of the Academy behaviour system, mentoring conversations, CtG Student voice which targets disadvantaged students and the use of Watch Lists to

gather student voice findings which inform both academic and pastoral intervention. In addition, high quality CPD and expectations of leadership and management have helped to drive behaviour standards.

KPI meetings are conducted weekly where the SLT and pastoral team discuss whole school and cohort behaviour trends and the behaviour of key students. An analysis of data for B3 by department and Year group, visits to internal exclusion, off site internal exclusion and fixed term suspensions is carried out to ensure intervention is targeted to maximise the impact on students. The focus was on disadvantaged and SEMH students. A wide range of strategies were used to support students including referrals to internal services (e.g., Prosper and EMA) and external services (e.g., CAMHS and school nurse), staff mentors, bespoke timetable, bespoke behaviour systems, additional SEND testing, additional literacy support etc. which are all documented on a weekly action log with staff assigned to ensure those strategies are implemented effectively. The impact of these strategies on the students were quality assured on a weekly basis and further strategies were used, if necessary, with successful strategies adopted more widely where appropriate.

HoDs have provided weekly work for all year groups which matches the curriculum. This has ensured students work in IE is current, relevant and ensures gaps in knowledge are kept low.

The watch list provides further information where teachers can offer personalised intervention for some disadvantaged students. This undoubtedly has led to the reduction in B3 removals and suspensions.

Regular meetings take place to review actions for potential NEET students (Student manager, SLT lead, Careers Leader and C&K adviser). Professional data students that there are 4 NEET students from the 2022 cohort.

Externally provided programmes

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

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

Service pupil premium funding (optional)

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

Further information (optional)

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