

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	Thorpe St Andrew School and Sixth Form
Pupils in school	1937 in the main school
Proportion of disadvantaged pupils	11%
Pupil Premium allocation this academic year	Projected: £169,035
Academic year or years covered by statement	2020/21 – 2020/22
Publish date	October 2020
Review date	October 2021
Statement authorised by	P Bignell
Pupil Premium Lead	P Hookway
Governor Lead	M Leist

Disadvantaged Pupil Performance Overview for Last Academic Year (based on CAGS)

Progress 8	+0.02
Ebacc entry	15%
Attainment 8	+42.98
Percentage of Grade 5+ in English and Mathematics	20%

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	To achieve the top quartile for progress amongst similar schools (Current 11/50)	Sept. 21
Attainment 8	Achieve national average or better in terms of attainment	Sept. 21
Percentage of Grade 5+ in English and Mathematics	Achieve English and Mathematics scores in line with similar schools nationally - EEF	Sept. 21
Other	Attendance to match national average IDSR	Sept. 21
Ebacc entry	Improve the Ebacc entry for disadvantaged students and that it rises by the same % as non disadvantaged	Sept. 21

Teaching Priorities for Current Academic Year

Measure	Activity
Priority 1	<p>Key students catch-up and achieve well following COVID-19 through intervention and support in the curriculum by;</p> <ul style="list-style-type: none"> • Responsive Curriculum • Instantly accessible remote learning for all PP students. • Approach to assessment is reviewed and adapted and used appropriately to help embed knowledge to check understanding and inform teaching in a COVID secure environment. • Intervention and support in classrooms and after school / holiday sessions
Priority 2	<p>Implement CDT Master Teacher strategies into class teaching.</p> <ul style="list-style-type: none"> • Teaching is adapted to enable success in a COVID secure environment, supporting a coherently planned and sequenced curriculum, through our equivalent Master Teacher programme.
Barriers to learning these priorities address	<ul style="list-style-type: none"> · To ensure that students from disadvantaged backgrounds are given the tools to access a broad and balanced curriculum. · To ensure there is an effective teacher in front of every class and that every teacher is supported to keep improving.
Projected spending	Teaching and Learning CPD= 2,000

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1 - Attendance	<p>Attendance protocols and a fast track system is in place.</p> <p>BEST/Student counsellor/ Raising Achievement Team to work with families on a case by case basis to remove barriers to attendance.</p>

<p>Priority 2 – Targeted Interventions</p>	<p>All catch-up and achieve following COVID-19 through responsive curriculum, intervention and support through the curriculum: Intervention strategies implemented in and out of the classroom</p> <p>Y 11 Targeted English and Maths after school intervention and in form time. PiXL Build up for identified students. Option removal to focus on English and Maths.</p> <p>Y7 After school maths invention. Catch up programmes for literacy and numeracy. Small group form time reading programme</p> <p>Y10 Targeted English and Maths intervention during school day.</p> <p>Y8/9 Catch up programmes for literacy and numeracy.</p> <p>Yr13 Intervention Programme bursary students first approach.</p> <p>4. SEN programme in place for students with double disadvantage.</p> <p>5.Orbit programme for more able students.</p>
<p>Priority 3 - Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> · Disadvantaged students attend school less frequently than non disadvantaged students. · To ensure that disadvantaged students have access to targeted interventions where appropriate and that barriers to learning are clearly communicated to teaching staff via classcharts.

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	<ul style="list-style-type: none"> · To provide equipment so that all students can access a broad and balanced curriculum. · To provide disadvantaged families with a point of contact in each school so that their engagement with school increases .(Raising Achievement Team)
<p>Projected spending</p>	<p>Raising Achievement Team (RAT)Coordinators = £63,747</p> <p>Additional hours for after school delivery = £6,000</p> <p>Coordination = £16,005 (Standards Leader AP/ RAT Lead)</p>

Wider Strategies for Current Academic Year

Measure	Activity
<p>Priority 1</p>	<ul style="list-style-type: none"> · Pupil Premium Careers Advice and Guidance. (CAG) Focus Y11 (COVID response plan)

Priority 2	· Build up strategy (holistic programme inc) Focus Y11(Covid response plan.)
Priority 3	<ul style="list-style-type: none"> Developing Access To School and wider opportunities for students who have had barriers to learning identified and communicated to Raising Achievement Team.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Students who have a clear plan post 16 are more likely to engage with KS4 studies, EEF – Benefit neutral however, we have found this to be positive for our students in our context. Dedication of time and resources through Heads of Year and Heads of School to monitor progress of students including those which are disadvantaged across the curriculum. To ensure that individual barriers to learning are clearly communicated to all teaching staff via class charts.. To ensure that all students including those who are disadvantaged have the tools and skills needs to access a broad and balanced curriculum and wider extra curriculum opportunities .
Projected spending	<p>Student and Family Counsellor = £14,935</p> <p>Attendance/Careers = £6,822</p> <p>Chromebooks and dongle access= £5,500</p> <p>Hardship Fund=£6,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring that all staff engage with their Master teacher programme based on cognitive science so that it has sustained and long lasting impact.</p> <p>Ensuring all staff have instantly accessible Google classrooms.</p> <p>Responsive Curriculum for all subjects SOL modified in light of new timetable</p>	<ul style="list-style-type: none"> Teacher Appraisal <ul style="list-style-type: none"> DIDP One target 2020-2021 SST monitoring and support 2020-2021 CDT Time for responsive planning

Targeted support	<p>Tracking of interventions and monitoring impact.</p> <p>Change of way of working for staff and students</p> <p>Transport For PP students to attend after school and holiday revision.</p>	<ul style="list-style-type: none"> · Weekly Curriculum Leader CL video briefings · Working At Grade data analysis to allow . · Continued training and usage of provision map software and associated training for mentors. This will allow detailed mapping. · Individual case studies will be used to demonstrate impact in terms of keeping students safe / improving student attendance and of improvements in behaviour.
Wider strategies	<p>Refusal to accept and engage with support including more able students.</p>	<ul style="list-style-type: none"> · Weekly meeting with the CIAG team. · Use of student voice in the form of surveys. · Destinations data. · NEACO surveys.

Review: Last Year's Aims and Outcomes (based on CAGs)

Aim	Outcome
Progress 8- to achieve the top quartile for progress similar schools (Current 11/50)	Progress 8 improved from -0.48 to +0.02. Forecast throughout KS4 narrowing of progress gap for this cohort. Similar school data not currently available.
Attainment 8- Achieve national average or better in terms of attainment	+42.98 (estimated from CAG) compared with national disadvantage (2018/2019) data of +36.7. National Non disadvantaged (2018/2019) +50.3 . Whilst disadvantaged students perform comparably with disadvantaged students nationally, there is still a gap between disadvantaged and non disadvantaged this remains a target.
Percentage of Grade 5+ in English and Mathematics	5+ Maths 30% 5+ English 55% Both English and Maths at 5 or above 20% which is below national (2018/2019) of 24.7% disadvantaged. Intervention in both English and Maths remains a priority for the school.

<p>Achieve English and Mathematics scores in line with similar schools nationally - EEF</p>	<ul style="list-style-type: none"> • EEF data not currently available will be updated.
<p>Ebacc entry Improve the Ebacc entry for disadvantaged students and that it rises by the same % as non disadvantaged</p>	<p>23% for whole cohort 2020 of which 1% was PP.. Change of strategy for 2021 aim 50% of whole cohort to be entered for EBACC of which 5% are PP.</p>
<p>Attendance to match national average (IDSR)</p>	<p>Attendance affected by COVID Autumn 2020. Current attendance for PP = Nationally currently 89% School 94.1%</p>