

Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	Thorpe St Andrew School and Sixth Form
Number of pupils in school	1918
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	29/11/2021
Date on which it will be reviewed	05/09/2022
Statement authorised by	Penny Bignell
Pupil premium lead	Philip Hookway
Governor / Trustee lead	Martin Leist

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,315
Recovery premium funding allocation this academic year	£28,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,170

Part A: Pupil premium strategy plan

Statement of intent

At Thorpe St Andrew School and Sixth Form we aim for Excellence for All. Our pupils are entitled to an excellent education regardless of ability, vulnerability, background or current wider challenges. Pupils will experience a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical developments of pupils and prepares them for the opportunities, responsibilities and experiences of later in life. Pupils will leave us achieving excellence, particularly in the EBacc subjects to facilitate progression, equipped as life-long learners, prepared to contribute positively to the wider community and able to lead a successful and fulfilling life being the best that they can be.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim, including progress for those who are already high attainers or potential high attainers. We will consider the wider challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

This is achieved through a coherent and relevant Academic Curriculum that is clearly planned and sequenced with consistently high standards of teaching. Our Academic Curriculum is designed to counterbalance some of the barriers created by social disadvantage and allow all pupils to achieve excellence. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school to sustain and improve their performance.

Our strategy dovetails and underpins with the whole school strategy for education recovery. This is most evident in its targeted support through the Raising Achievement Team (RAT) and Raising Achievement Co-Ordinators (RAC). This support is delivered alongside the National Tutoring Programme (NTP) and School Led Tutoring (SLT) for pupils whose education has been worst affected, including non-disadvantaged pupils.

The response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and persistent absences.</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 4%-5% lower than for non-disadvantaged pupils.</p> <p>32% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Attainment and Progress in English and Maths at KS4.</p> <p>From 2019 data non-disadvantaged pupils 78% of which gained 4+ and 54% gained 5+ in both English and Maths. In comparison 49% of disadvantaged pupils gained 4+ and 17% 5+ in both English and Maths.</p> <p>In 2020, 79% of non-disadvantaged pupils gained 4+ and 55% gained 5+ in both English and Maths compared to disadvantaged 65% 4+ and 25% 5+, in both English and Maths.</p> <p>In 2021 81% of non-disadvantaged pupils gained 4+, 57% 5+, in both English and Maths compared to disadvantaged 55% 4+ and 26% 5+ in both English and Maths.</p>
3	<p>KS3 Literacy and Numeracy levels</p> <p>Year 7 data on transition showed a number of pupils with below expected level of literacy and numeracy. This data was <i>fine-tuned</i> with our internal baseline assessments which resulted in the following findings: 58 pupils below expected standards in Writing/Spelling, (9 SEND, 3 PP and 5 SEND/PP). 31 pupils below expected standards in Reading, (6 SEND, 4 PP and 3 SEND/PP) and 28 pupils below expected standards in Maths, (6 SEND, 3 PP and 2 SEND/PP).</p> <p>10 % of our new Year 7 pupils are reading below expected standards for their age. This percentage has increased by 1% when compared to the same set of data from the last academic year.</p>
4	<p>Attainment and entry in EBacc subjects to eliminate the gap between disadvantaged and non disadvantaged peers in these life enabling qualifications.</p> <p>National APS for EBacc non disadvantaged was 4.43 in 2019 with 27.5% non disadvantaged pupils entered.</p> <p>In 2020 15.00% entered the Ebacc, with an APS of 3.38 and in 2021 12.20% entered with an APS of 3.09.</p> <p>In comparison our disadvantaged APS was 3.53 in 2021 from TAGs, with 9.68% of disadvantaged pupils entered.</p>

5	<p>To reduce the progress and final attainment gap of disadvantaged male pupils, especially high prior attainers, in comparison with their non disadvantaged peers.</p> <p>For example Teacher Assessed Grades show that male disadvantaged pupils were P8 0.0, in comparison to non disadvantaged males P8 +0.37 in 2021. Disadvantaged high prior attainers consistently fail to make as much progress and final attainment as non disadvantaged high prior attainment pupils.</p>
6	<p>Social, Emotional and Mental Health issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic</p> <p>During the pandemic, teacher referrals for support markedly increased. 1421 incidents of Social, Emotional and Mental Health were raised by non disadvantaged pupils whereas disadvantaged pupils raised 502.</p>
7	<p>Access to technology- During lockdown over 300 Chromebooks were issued to the school community, the majority of which went to disadvantaged pupils. A number were provided with internet access due to lack of connectivity in the home. This highlighted the digital divide within our community.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 4% lower than their peers.
To achieve and sustain improved English and Maths attainment and progress at KS4, including EBacc entries and subjects.	By the end of the current plan there is no gap between disadvantaged and non disadvantaged pupils in progress and attainment at KS4. By the end of our current plan in 2024/25, 90% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last years this figure was 9.68%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: An average Attainment 8 score in line with national & an EBacc average point score in line with national non-disadvantaged pupils, including high prior attainers.
To achieve and sustain improved Literacy and Numeracy at KS3	By the end of the current plan, all disadvantaged pupils starting year 7 below expected standards in literacy and numeracy will progress to the standard before entering KS4.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations and CPOMS data. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure that all disadvantaged pupils have the access to technology to complete learning activities as their non disadvantaged peers.	All pupils will be issued a chrome book in our ChromeBook for All strategy. Internet needs at home are assessed and addressed accordingly.

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: £83,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning £57,304</p> <p>As of November 2021 this year 84 KS3 pupils, 58 KS4 pupils and 5 KS5 pupils are receiving directed, targeted intervention and these will increase throughout the year..</p>	<p>Tier 1 intervention via EFF</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf • One to one tuition EEF (educationendowmentfoundation.org.uk) • Small group tuition Toolkit Strand Education Endowment Foundation EEF • https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf 	2,3,4,5
<p>Heads of Year Coordination £24,081</p> <p>Year group size ~300</p> <p>To ensure that disadvantaged pupils individual academic and SEMH needs are made aware to Raising Achievement Team Coordinators, pupil /Family counselor Standards Leader, Careers or Attendance alternative provision is put in place</p>	<p>Schools with larger year groups overall (including both disadvantaged and non disadvantaged pupils) were associated with lower performance among disadvantaged pupils. The Heads of Year Coordination ensures expertise and foci at specific points throughout the pupils time at Thorpe St Andrew School.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1,2,3,4,5,6
<p>Mental Health training £2,000</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1,6

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

Budgeted cost: £85 ,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Achievement Coordinators (RACs) £63,747	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5, (6 partial)
After School Intervention £6,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5, (6 partial)
20% Standards Leader £16,005	Identifies and coordinates pupils requiring interventions with other key staff members. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5, (6 partial)
Alternative Provision inc tutoring via Tute £20,807	This allows learners remote live lessons when they cannot access school. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,6

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

Budgeted cost: £ 33,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil and Family Counsellor £14,395	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	6
Attendance/Careers £6,822 Every disadvantaged in Year 9 has had 1:1 Careers interview to raise the importance of EBacc subjects.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2,4
Pupil Premium Hardship Fund (eg uniform/food/revision guides/ chromebooks /dongle access/ Provision of E vouchers for Food Technology ingredients/ Year 7 Maths Kits / Art Books Chromebooks and dongle internet £11,500	Tier 3 wider strategies. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	7

Total budgeted cost: £ 202,394

Part B: Review of outcomes in the previous academic year 2020- 2021

Pupil premium strategy outcomes

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

Pupil Premium Outcomes	2020	2021
Progress 8	+0.02	+0.16
Ebacc entry	15%	10%
Attainment 8	+42.98	+44.7
Percentage of Grade 5+ in English and Mathematics	20%	26%

In 2021, 58% of pupils receiving English Language intervention gained grade 4+, 35% - 5+ and 10% - 7+. In Maths 45% of pupils receiving intervention gained grade 4+ maths, 15% grade 5 Maths.

Pupil Premium pupils (P8+0.16) and Free School Meal (FSM) pupils (P8+ 0.05) underperformed in relation to their peers, however, high ability FSM/Pupil Premium boys showed the biggest negative gap in performance overall at Key Stage 4.

The Pupil Premium EBacc entry fell in 2021 due to pupils dropping an EBacc subject for more support in English and Maths, although this is reflected in data of increased passes at level 5 in both English and Maths.

On evaluation of the model used last, based on pupil achievement and feedback and analysis, the 2021-2022 model has been changed to offer support in English, Maths and Science, rather than focus mainly on one subject. Pupil Premium pupils had access to laptops and support. Below is a review of the priorities 2020-2021.

Review of teaching Priorities for Academic Year 2020-2021

Measure	Activity	Review
Priority 1	<p>Key pupils catch-up and achieve well following COVID-19 through intervention and support in the curriculum by;</p> <p>Responsive Curriculum Instantly accessible remote learning for all PP pupils. 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</p>	<p>PP pupils had chrome books issued to ensure instantaneous accessibility to remote provision. Where internet access was identified SIMS/dongles provided.</p> <p>Key Knowledge recall was embedded and Interventions detailed above. NTP and after school intervention sessions held. Due to lockdowns holiday sessions were held remotely.</p>
Priority 2	<p>Implement CDT Master Teacher strategies into class teaching. Teaching is adapted to enable success in a COVID secure environment, supporting a coherently planned and sequenced curriculum, through our equivalent Master Teacher programme.</p>	<p>Master Teacher Programme. Teacher training on Google classroom usage allowed all pupils, including Pupil Premium pupils for instant access.</p>
Barriers to learning these priorities address	<p>To ensure that pupils from disadvantaged backgrounds are given the tools to access a broad and balanced curriculum.</p> <p>To ensure there is an effective teacher in front of every class and that every teacher is supported to keep improving.</p>	<p>Master Teacher Programme. Teacher training on Google classroom usage allowed all pupils, including Pupil Premium pupils for instant access. Teachers supported through the Master Teacher Programme.</p>
Projected spending	Teaching and Learning CPD= £2,000	

Review of Targeted Academic Support for Academic Year 2020- 2021

Measure	Activity	Review
Priority 1 - Attendance	<p>Attendance protocols and a fast track system is in place.</p> <p>BEST/pupil counsellor/ Raising Achievement Team to work with families on a case by case basis to remove barriers to attendance.</p>	<p>Overall attendance 93.3% PP attendance 89.0% - attendance gap narrowed to 4.3%</p> <p>Integrated phone call home system involving RAT was modified throughout the year. This allowed a holistic approach to attendance to be taken identifying a combination of academic and SEMH issues. Model rewritten for 2021-2022</p>
Priority 2 – Targeted Interventions	<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>Y11 Targeted English and Maths after school intervention and in form time. PiXL Build up for identified pupils. 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 pupils first approach.</p> <p>4. SEN programme in place for pupils with double disadvantage.</p> <p>5.Orbit programme for more able pupils.</p>	<p>In 2021, 58% of pupils receiving English Language intervention gained grade 4+, 35% - 5+ and 10% - 7+. In Maths 45% of pupils receiving intervention gained grade 4+ maths, 15% grade 5 Maths.</p> <p>From a total of 73 pupils having interventions in Year 7 and 8, we had 51 making expected progress and 22 still not meeting the expected standards. 30 Year 10 pupils identified as performing below expected standard for both core English and Mathematics.</p> <p>20 Y9 pupils entered for Silver qualification and 4 for Gold Step up to English.</p> <p>Y10 small cohort removed from DT option block to receive small group intervention in English & Maths.</p> <p>Y10 pupils 72 pupils signed up for online summer school focusing on English/Maths and Science.</p> <p>Orbit pupils followed a bespoke tutor time intervention strategy. This has been reviewed for 2021-2022.</p>

<p>Priority 3 - Barriers to learning these priorities address</p>	<p>Disadvantaged pupils attend school less frequently than non disadvantaged pupils.</p> <p>To ensure that disadvantaged pupils have access to targeted interventions where appropriate and that barriers to learning are clearly communicated to teaching staff via classcharts.</p> <p>To provide equipment so that all pupils can access a broad and balanced curriculum.</p> <p>To provide disadvantaged families with a point of contact in each school so that their engagement with school increases. (Raising Achievement Team)</p>	<p>Class charts enabled easier communication between support staff and teachers to identify and respond to barriers to learning. Further training was carried out in Autumn Term on Class charts.</p> <p>Pupil Premium funds were used to purchase materials and equipment to ensure fair access. For example food technology ingredients/Art folders/Calculators. This resulted in fewer negatives for pupil premium pupils for missing equipment. In 2022 we have moved to a more accessible E vouchers scheme for food ingredients.</p> <p>The single point of contact has been reorganised with the new attendance procedures in September 2021 and the appointment of a further attendance officer.</p>
<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>	

Review of Wider Strategies for Current Academic Year 2020-2021

Measure	Activity	
Priority 1	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.)	75% of pupils on Build up achieved Grade 4+ in English Language, 45% Grade 5+, 20% Grade 6+. In Maths 65% of pupils on Build up achieved a Grade 4+. 35% Grade 5+ and 15% Grade 6+. This strategy was combined with the intervention strategies above.
Priority 3	Developing Access To School and wider opportunities for pupils who have had barriers to learning identified and communicated to the Raising Achievement Team.	Parent and pupil voice surveys Class charts enabled easier communication between support staff and teachers to identify and respond to barriers to learning. Raising Achievement Team members Further training was carried out in Autumn Term on Class charts.
Barriers to learning these priorities address	<p>Pupils 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 pupils in our context.</p> <p>Dedication of time and resources through Heads of Year and Heads of School to monitor progress of pupils including those which are disadvantaged across the curriculum.</p> <p>To ensure that individual barriers to learning are clearly communicated to all teaching staff via class charts..</p> <p>To ensure that all pupils including those who are disadvantaged have the tools and skills needed to access a broad and balanced curriculum and wider extracurricular opportunities .</p>	<p>Pupils</p> <p>See section above.</p>
Projected spending	<p>Pupil 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>	

Review of Monitoring and Implementation for Academic Year 2020- 2021

Area	Challenge	Mitigating action and review
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>	<p>Teacher Appraisal</p> <ul style="list-style-type: none"> • DIDP One target 2020-2021 • SST monitoring and support 2020-2021 • CDT Time for responsive planning <p>Teachers are now regularly and confidently engaging in research led pedagogic development time CDT</p> <p>IT literacy amongst staff has increased so all regularly update google classrooms to ensure any pupil isolating or absent can catch up.</p>
Targeted support	<p>Tracking of interventions and monitoring impact.</p> <p>Change of way of working for staff and pupils</p> <p>Transport For PP pupils to attend after school and holiday revision.</p>	<p>Weekly Curriculum Leader CL video briefings continue</p> <p>Working At Grade data analysis to allow timely intervention.</p> <p>Continued training and usage of provision map software and associated training for mentors. This will allow detailed mapping. Provision map software will be</p> <p>Transport is being reviewed as this has been raised as an issue in 2021 students interviews.</p>

Externally provided programmes

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

Programme	Provider
PiXL strategies	PiXL (https://www.pixl.org.uk/)
GCSE Pod	https://www.gcsepod.com/

Version 1: December 2021

Version 2: February 2022

Updated review of outcomes of previous years and grammatical errors.