

Pupil premium strategy statement – Thorpe St Andrew School and Sixth Form 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	1855
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	28/11/2022
Date on which it will be reviewed	04/09/2023
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	£187,150
Recovery premium funding allocation this academic year	£28,855
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>	£0
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>	£216,005

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. 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 fine-tuned 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</p>

	12.20% entered with an APS of 3.09. In comparison our disadvantaged APS was 3.53 in 2021 from TAGs, with 9.68% of disadvantaged pupils entered.
5	To reduce the progress and final attainment gap of disadvantaged male pupils, especially high prior attainers, in comparison with their non disadvantaged peers. 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 pupil
6	Social, Emotional and Mental Health issues for many pupils, such as anxiety, depression and low self-esteem exams/future prospects, and the lack of enrichment opportunities due to the pandemic 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. Activities related to improving SEMH are often too costly to be accessed by all.
7	Access to technology- Support for funding chromebooks for all.
8	Some disadvantaged students are exposed to: Domestic violence, Sexual violence, Substance abuse Gangs, Poor peer relationships

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
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</i>	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	By the end of the current plan there is no gap between

improved English and Maths attainment and progress at KS4, including EBacc entries and subjects.	<p>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).</p> <p>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.</p>
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	<p>Sustained high levels of wellbeing from 2024/25 demonstrated</p> <p>by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations and CPOMS data.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To ensure that all disadvantaged pupils have the access to technology to complete learning activities as their non disadvantaged peers.	<p>All pupils will be issued a chrome book in our ChromeBook forAll strategy. Internet needs at home are assessed and addressed accordingly.</p> <p>Students can access revision materials at any time</p>

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: £72,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching and Learning Quality first high quality teaching</i> £45,576</p> <ul style="list-style-type: none"> – High-quality teaching for all – Effective diagnostic assessment – Supporting remote learning – Including Seneca – Focusing on professional development - 	<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 • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf 	2,3,4,5
<p><i>Heads of Year Coordination</i> £23,355 Year group size ~300 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</p>	<p>Schools with larger year groups overall (including both disadvantaged and non disadvantaged pupils) were associated with lower performance among disadvantaged pupils.</p> <p>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</p>	1,2,3,4,5,6,8

<i>alternative provision is put in place</i>	Supporting the attainment of disadvantaged pupils.pdf https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
<i>Leadership training for staff to promote student personal development</i> £3940	Internal school evidence and focus on personal development	1,2,3,4,5,6,8

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

Budgeted cost: £ 98,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Raising Achievement Coordinators (RACs)</i> £56,825	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils orthose falling behind, both one-to-one: One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5, (6 partial)
<i>After School Intervention</i> £5819	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils orthose falling behind, both one-to-one: One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5, (6 partial)

<p><i>20% Standards Leader £15,552</i></p>	<p>Identifies and coordinates pupils requiring interventions with other key staff members.</p> <p>One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4,5, (6 partial)</p>
<p><i>Alternative Provision inc tutoring via Tute £20,180</i></p>	<p>This allows learners remote live lessons when they cannot access school.</p> <p>One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,6</p>

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

Budgeted cost: £ 44,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil and Family Counsellor £10,961</i></p>	<p>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: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>6,8</p>
<p><i>Attendance/Careers £6,674</i> <i>Every disadvantaged in</i></p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>2,4</p>

<i>Year 9 has had 1:1 Careers interview to raise the importance of EBacc subjects.</i>		
<i>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/Seneca Premium Chromebooks and dongle internet £16,153</i>	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
<i>Provide free local trips , less than £50 and reduced costs for more expensive trips to ensure equal access £4000</i>	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	6
<i>Peripatetic Music lessons/Instrument hire £3,000</i>	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	6
<i>Non/Low confidence swimmers basic swimming course £3,000</i>	School based evidence due to location and historical data.	6
<i>Breakfast support for students £3,000</i>	School based evidence Maslow's Hierarchy of need	6

Total budgeted cost: £216,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022 key stage 4 performance data for disadvantaged students (November 2022)

Schools have been strongly discouraged 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 exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

	<i>Disadvantaged Thorpe St Andrew School Students</i>	<i>Non Disadvantaged Thorpe St Andrew School Students [internal data]</i>
<i>P8</i>	<i>-0.88 (-1.34 to -0.41)</i>	<i>+0.35</i>
<i>A8</i>	<i>36.5</i>	<i>52.85</i>
<i>English & maths at grade 5+</i>	<i>19%,</i>	<i>56%</i>
<i>English & maths at grade 4+</i>	<i>50%</i>	<i>84%</i>
<i>EBacc at grade 5+</i>	<i>0%</i>	<i>26%</i>
<i>EBacc at grade 4+</i>	<i>0%</i>	<i>20%</i>
<i>Entering EBacc</i>	<i>6%</i>	<i>27%</i>
<i>EBacc Average Point Score (APS)</i>	<i>3.01</i>	<i>4.64</i>

Challenge 1: Attendance and persistent absences.

Challenge 2: Attainment and Progress in English and Maths at KS4.

2022 results showed the highest recorded Pupil Premium results at both Grade 4 and Grade 5 English and Maths, however we are aware of the midway grading between 2019 and 2021. The work of the Raising Achievement Team, now in its third year has become established balancing dropping options to manage social, emotional and mental health as well as

providing support for students to achieve life changing qualifications in English and Maths. However the gap between disadvantaged and non disadvantaged whilst reduced, still remains.

Challenge 3: KS3 Literacy and Numeracy levels.

Year Group	Literacy Interventions % of students meeting standards	Numeracy Interventions % students meeting standards
7	88	100
8	92	92

Challenge 4: Attainment and entry in EBacc subjects to eliminate the gap between disadvantaged and non disadvantaged peers in these life enabling qualifications.

This challenge is ongoing with 2024 results showing the change in options guidance introduced in 2022 to enhance the number of students being entered for EBacc subjects. Pupil Premium Students realised the importance of gaining English and Maths GCSEs in 2022, however achievement in Humanities and Languages show a larger gap between disadvantaged and non disadvantaged.

Challenge 5: To reduce the progress and final attainment gap of disadvantaged male pupils, especially high prior attainers, in comparison with their non disadvantaged peers.

Challenge 6: Social, Emotional and Mental Health issues for many pupils, such as anxiety, depression and low self-esteem.

The work of the Raising Achievement Team, now in its third year has become balancing dropping options to manage social, emotional and mental health in conjunction with the BEST staff, Assistant Head of Year and Head of Years signpost students to support.

Challenge7: Access to technology

The chrome book for all project has enabled all students to have access to a Chromebook book at school and at home from the beginning of September 2022. Disadvantage students do not pay the chrome book maintenance. The school has also brought Seneca Premium to allow revision and testing across KS3 and KS4, reducing the need for revision guides and levelling the playing field for those could not afford the premium subscription.

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
Tute Provision	https://www.tute.com/

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.