

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	1476
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	19/12/2023
Date on which it will be reviewed	04/09/2024
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	£206,483
Recovery premium funding allocation this academic year	£55,890
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 2023/24 cannot be carried forward beyond August 31, 2024</i>	£0
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</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>	£262,373

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 absence</p> <p>Pupil premium students had an attendance of 83.3% in 2022-2023 a decrease of 0.4% compared to 2021-2022.</p> <p>Pupil premium students had a persistent rate of absence of 57% in 2022-23, a decrease of 1.6% compared to 2021-2022 whereas non pupil premium had a persistent absence rate of 43.6% in 2022-2023 compared to 47.7% in 2021-2022, a decrease of 4.1%.</p>
2	<p>Attainment and Progress in English and Maths at KS4.</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> <p>In 2022 83.5% of non-disadvantaged pupils gained 4+, 55.8% 5+, in both English and Maths</p> <p>In 2022 60% of disadvantaged pupils gained 60% 4+ and 30% 5+ in both English and Maths.</p> <p>In 2023 82% of non-disadvantaged pupils gained 4+, 60% 5+, in both English and Maths</p> <p>In 2023 48.6% disadvantaged pupils gained 4+ and 28.6% 5+ in both English and Maths.</p>
3	<p>KS3 Literacy and Numeracy levels</p> <p>Transition data for current Year 7, 2023 cohort, highlights a number of pupils with below expected levels in literacy and numeracy.</p> <p>This data was fine-tuned with our internal baseline assessments which resulted in the following findings:</p> <p>Number of pupils below expected standard in writing/spelling, (46 total with 24 being SEND and 14 Pupil Premium).</p> <p>This is 16% of the cohort, this number is lower than last academic year by 3%.</p> <p>Number of pupils below expected standard in reading, (17 total with 11 being SEND and 6 Pupil Premium).</p> <p>This is 6% of the cohort, this number is lower than last academic year by 4%.</p> <p>Number of pupils below expected standard in numeracy, (31 total with 17 being SEND and 9 Pupil Premium).</p> <p>This is 10% of the cohort, this number is higher than the last academic year figures by 1%.</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>In 2022 27.7% of our Non Disadvantage students entered Ebacc with an APS of 4.66.</p>

	<p>In 2022 7.5% of our Disadvantage students entered Ebacc with an APS of 3.39</p> <p>In 2023 39% of our Non Disadvantage students entered Ebacc with an APS of 4.95.</p> <p>In 2023 3% of our Disadvantage students entered Ebacc with an APS of 2.98.</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 pupil.</p> <p>In 2023 Disadvantage students achieved a P8 of -0.6 compared to a 0.17 National Average of non disadvantaged students.</p>
6	<p>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</p> <p>Activities related to improving SEMH are often too costly to be accessed by all.</p>
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%.
To achieve and sustain improved English and Maths attainment and progress at KS4, including EBacc entries and subjects.	<p>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).</p> <p>In the last year this figure was 9.68%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: An average Attainment 8 score in line with</p>

	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 forAll strategy. Internet needs at home are assessed and addressed accordingly. Students can access revision materials at any time

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: £89,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching and Learning Quality first high quality teaching</i> £55,088</p> <ul style="list-style-type: none"> – High-quality teaching for all – Effective diagnostic assessment – Supporting remote learning 	<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 	2,3,4,5

<p>-Including Seneca</p> <p>- Focusing on professional development</p> <p>-</p>	<ul style="list-style-type: none"> • https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf 	
<p><i>Heads of Year Coordination</i></p> <p>£28,856</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.</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_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,2,3,4,5,6,8
<p><i>Leadership training for staff to promote student personal development</i></p> <p>£5247</p>	<p>Internal school evidence and focus on personal development</p>	1,2,3,4,5,6,8

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

Budgeted cost: £118,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Raising Achievement Coordinators (RACs)</i></p> <p>£68,205</p>	<p>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:</p>	1,2,3,4,5, (6 partial)

	<p>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</p>	
<p><i>After School Intervention</i> £7870</p>	<p>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 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</p>	2,3,4,5, (6 partial)
<p><i>Standards Leader</i> £18,364</p>	<p>Identifies and coordinates pupils requiring interventions with other key staff members. 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</p>	2,3,4,5, (6 partial)
<p><i>Alternative Provision inc tutoring via Tute</i> £23,609</p>	<p>This allows learners remote live lessons when they cannot access school. 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</p>	1,6

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

Budgeted cost: £ 55,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil and Family Counsellor £7,870</i>	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	6,8
<i>Attendance/Careers £7,870</i> <i>Every disadvantaged in Year 9 has had 1:1 Careers interview to raise the importance of EBacc subjects.</i>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2,4
<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 £18,362</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 and Curriculum Enhancement activities less than £50 and reduced costs for more expensive trips and curriculum</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>enhancement activities to ensure equal access</i> £10,543		
<i>Peripatetic Music lessons/Instrument hire.</i> £2,624	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</i> £2,624	School based evidence due to location and historical data.	6
<i>Breakfast support for students</i> £5246	School based evidence Maslow's Hierarchy of need	6

Total budgeted cost: £262,373

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attendance and persistent absences.

Pupil premium students had an attendance of 83.3% in 2022-2023 a decrease of 0.4% compared to 2021-2022.

Pupil premium students had a persistent rate of absence of 57% in 2022-23, a decrease of 1.6% compared to 2021-2022 whereas non pupil premium had a persistent absence rate of 43.6% in 2022-2023 compared to 47.7% in 2021-2022, a decrease of 4.1%.

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

The work of the Raising Achievement Team, now in its fourth 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. In 2023 82% of non-disadvantaged pupils gained 4+, 60% 5+, in both English and Maths compared to disadvantaged 45% 4+ and 27% 5+ in both English and Maths. The gap between disadvantaged and non disadvantaged still remains in 2023.

Challenge 3: KS3 Literacy and Numeracy levels.

In year 7 80% of all students reached literacy levels of expected progress and 67% in Numeracy. In year 8 100% of all students met their literacy intervention target and 42% their Numeracy target.

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 2023, however achievement in Humanities and Languages show a larger gap between disadvantaged and non disadvantaged. In 2023 our disadvantage students entered Ebacc with an APS of 3.11. In comparison our Non disadvantaged attained 4.95

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.

ALPS score for disadvantaged students has improved from 7 2021-2022 to a 5 in 2022-2023. 40% of disadvantaged students achieved 5X 9-4 including English and Maths compared to 78.8% of Non Disadvantaged students.

HPA students' top 3 bands ALPS score has improved from 8,9,7 in 2022 to 7,6,6 2023, but still a gap persists.

Challenge 6 & 8 : Social, Emotional and Mental Health issues for many pupils, such as anxiety, depression and low self-esteem. Some disadvantaged students are exposed to: Domestic violence, Sexual violence, Substance abuse Gangs, Poor peer relationships.

The work of the Raising Achievement Team, now in its fourth year balancing reducing options to manage social, emotional and mental health in conjunction with the BEST staff and head of Years signpost students to support.

Challenge 7: 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. 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 who 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/
Talent ed Tutoring (no longer operating)	N/a
Alternative Provision	Range of local providers to support engagement SEMH needs of identified PP students