

Pupil Premium Strategy Statement

School Overview

| Metric | Data |
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| School name | Thorpe St Andrew School and Sixth Form |
| Pupils in school | 1880 in the main school |
| Proportion of disadvantaged pupils | 11% |
| Pupil Premium allocation this academic year | Projected: £187,468 |
| Academic year or years covered by statement | 2019/20 – 2020/21 |
| Publish date | October 2019 |
| Review date | October 2020 |
| Statement authorised by | P Lambert |
| Pupil Premium Lead | L Wilkinson |
| Governor Lead | M Leist |

Disadvantaged Pupil Performance Overview for Last Academic Year

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| Progress 8 | -0.38 (unvalidated) |
| Ebacc entry | |
| Attainment 8 | 37.6 |
| Percentage of Grade 5+ in English and Mathematics | 14 % |

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 | Master teacher CPD Programme based on cognitive Science from the Learning Scientists |
| Priority 2 | Development of a Knowledge Rich Curriculum 1. Roll out of the PASS system at Year 7. 2. Development of Key Knowledge Sheets in Key Stage 3 and Key Stage 4. 3. Refinement of reflection journals as part of Form Time. 4. Continued development of a revision and study skills programme across all year groups. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> To ensure there is an effective teacher in front of every class and that every teacher is supported to keep improving. To ensure that students from disadvantaged backgrounds are given the tools to access a broad and balanced curriculum. |
| Projected spending | Teaching and Learning = £56,324 |

Targeted Academic Support for Current Academic Year

| Measure | Activity |
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| Priority 1 - Attendance | Attendance protocols and fast track system is in place. BEST/Student counsellor to work with families on a case by case basis to remove barriers to attendance. |
| Priority 2 – Targeted Interventions | 1. Pastoral Intervention Programme in place including BRITE cards. 2. Learning Mentor support and access to student access fund. 3. English and Mathematics Intervention Programme in place to improve the number of disadvantaged students achieving Grades 4+ and 5+. 4. SEN programme in place for students with double disadvantage. 5. ORBIT programme running for more able disadvantaged students. 6. Marginal Gains strategy. |
| Priority 3 - Barriers to learning these priorities address | <ul style="list-style-type: none"> Disadvantaged students attend school less frequently than non-disadvantaged students and are more likely to need additional Social, Emotional and Behavioural support. To ensure that disadvantaged students have access to targeted interventions where appropriate and that barriers to learning are clearly communicated to teaching staff. |

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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 school so that their engagement with school increases. |
| Projected spending | <p>Learning Mentors = £33,926</p> <p>Student Support Fund = £6,500</p> <p>Coordination = £16,005</p> <p>BEST and Student and Family Counsellor = £57,714</p> |

Wider Strategies for Current Academic Year

| Measure | Activity |
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| Priority 1 | <ul style="list-style-type: none"> ● Pupil Premium CIAG plan in place for all Year 7 – 11. |
| Priority 2 | <ul style="list-style-type: none"> ● Pastoral Intervention Programme in place including BRITE cards. |
| Priority 3 – study support programme | <ul style="list-style-type: none"> ● A study support programme in place for all year groups based on cognitive Science. |
| 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 House 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. ● To ensure that all students including those who are disadvantaged have the tools and skills needs to access a broad and balanced curriculum. The study skills sessions will focus on retrieval practice. |
| Projected spending | <p>Heads of House coordination = £24,877</p> <p>Attendance/Careers = £6,822</p> |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | <p>Ensuring that all staff engage with the Master teacher programme based on cognitive science so that it has sustained and long lasting impact.</p> <p>Ensuring that there is engagement across Year 7 initially for all groups of students and that it is having an impact across all curriculum areas.</p> | <ul style="list-style-type: none"> ● Staff Evaluation and feedback ● Teacher lesson sampling and Appraisal outcomes ● Leadership learning walks ● Ongoing monitoring of PASS usage and achievement across the next 3 years. We will monitor the progress and engagement of Disadvantaged students against their non-disadvantaged peers. |

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| | Ensuring that students get a consistent diet of Key knowledge via reflection journals, Key Knowledge sheets and retrieval practice | <ul style="list-style-type: none"> ● Reflection Journals – Learning Walks in tutor time. House MER process. ● MER cycle will identify retrieval strategies in lessons. |
| Targeted support | Tracking of interventions and monitoring impact | <ul style="list-style-type: none"> ● Use of DT Team and Messenger to ensure high priority. ● Use of MER process to Quality Assure. ● ELP data analysis. ● Introduction 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 | Ensuring that the CIAG plan maintains a Key Stage 3 and 4 focus | <ul style="list-style-type: none"> ● Fortnightly meeting with CIAG team. ● Use of student voice in the form of surveys. ● Destinations data. ● NEACO surveys. |

Review: Last Year's Aims and Outcomes

| Aim | Outcome |
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| Raise achievement in English and Mathematics 4/5 for Pupil Premium students | Not yet achieved. The number of students achieving Grade 4+ in Mathematics and English basics was 46% (48% last year) and 14% (32% last year) for Grades 5+ |
| Improved rates of progress for Higher Ability Pupil Premium students | Not yet achieved. Internal data shows a progress score of -0.66. However, this is impacted by an outlier with a P8 score of -3.04. Modelling without this student the projected progress would be -0.18. |
| Key Stage 3 Numeracy and Literacy intervention to ensure that Year 7 students close the gap with their peers | <p>Language through literacy programme involving withdrawal from MFL lessons</p> <ul style="list-style-type: none"> ● 5 Year 7 students completed language through Literacy. ● 6 Year 8 students completed language through Literacy. ● 2 students received spelling interventions. |

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| | Pupils who were invited to Year 7 Mathematics interventions saw a positive improvement in test scores resulting in almost half now making expected progress. Also, when asked, students expressed that Mathematics interventions help improve their confidence in their mathematical abilities as well as their overall enthusiasm for the subject. |
| Ensure that Pupil Premium progress matches or better than non-Pupil Premium and the gap is closing | Not yet achieved. An estimated progress score of -0.38 unvalidated vs +0.31 for the non-group. |
| Ensure Pupil Premium attendance (with focus on Free School Meal students) matches or better than non-Pupil Premium | Not yet achieved: FSM attendance in 2017/18 was 90.2% and in 2018/19 this had increased to 91.6% it does not match the non-category although it has improved. For PP there is a 3% gap between non Pupil Premium students and those who benefit from pupil premium funding. |
| Ensure that Pupil Premium boys progress matches that of Pupil Premium girls | Not yet achieved. Disadvantaged females had a P8 score of 0.24 vs -0.87 for males. |
| Ensure Pupil Premium students with SEND make expected progress | Not yet achieved. Cohort of 6. Projected P8 score of -0.62 (LA = -0.79). |