

Pupil premium strategy statement – Thistley Hough Academy

This statement details our school's use of pupil 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	1109
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michelle Lawrence
Pupil premium lead	Jonathan Law
Governor / Trustee lead	Mark Mabey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£448,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£448,275

Part A: Pupil premium strategy plan

Statement of intent

At Thistley Hough Academy we strive to ensure that '**all students are known**'. This represents our unwavering ambition to achieve equity for all, regardless of background, and our commitment to closing the attainment gap for our most disadvantaged pupils.

Pupil Premium funding is the name given to additional funding that the government allocates to schools to support students from disadvantaged backgrounds. In the financial year of 2025-26, this accounted for 2.2 million children nationally. At Thistley Hough Academy, 38% of our pupils are eligible to receive this funding. For every eligible pupil, the Academy receives funding of £1,075. The Academy uses this funding to positively impact those pupils, providing excellent pastoral care, academic support, and ultimately closing the attainment gap between those pupils identified as disadvantaged and their more affluent peers.

Thistley Hough Academy utilise a wide range of support and interventions to ensure that pupils are successful. Primarily, we focus on providing all pupils with Quality First Teaching in every lesson, where every pupil's needs are known to teaching and support staff. Alongside this, pupils have access to a range of interventions to encourage them to be successful, but to also provide them with the tools and resources to do this.

Additional pastoral support and career guidance is provided to ensure that all pupils are aware of the career paths that are open to them, and that as many opportunities as possible are provided to break down barriers to pupils achieving their goals. We work tirelessly to maintain high attendance for all pupils so that they have access to all the opportunities provided to them, both inside and out of the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes – attainment and progress Academy data identifies that disadvantaged pupils often enter the Academy in Key Stage 3 with academic data below their more affluent peers. This can be due to social and economic factors impacting the academic performance of pupils. For the 2024-25 academic year,

	Attainment 8 for Pupil Premium pupils at Thistley Hough Academy was 42.57 compared to Attainment 8 of 50.7 for non-Pupil Premium pupils.
2	<p>Attendance and Persistent Absence</p> <p>Attendance to school of Pupil Premium pupils is consistently lower than the attendance of non-Pupil Premium pupils. This means that pupils are not accessing all the opportunities available to them within school. Lower attendance to school can be caused by a range of challenges, including economic hardship, social challenges, and poor mental health and wellbeing. In the 2024-25 academic year, attendance of Pupil Premium pupils was 87.88% compared to 92.31% for non-Pupil Premium pupils.</p>
3	<p>Pastoral care</p> <p>Internal data identifies that Pupil Premium eligible pupils are more likely to receive negative behaviour points in lessons, be sent to internal exclusion, and in some cases, be suspended from the Academy than their peers. The reasons for this can be wide ranging, including Social, Emotional and Mental Health challenges. Parental engagement challenges can also be a reason for this gap, alongside Adverse Childhood experiences.</p>
4	<p>Literacy and Pupil Premium</p> <p>In line with the academic data received as pupils enter Key Stage 3, data demonstrates that the reading age of Pupil Premium pupils can often be below that of their peers. Reasons for this can include lack of support in disciplinary literacy and lack of reading opportunities outside of school. This results in pupils finding it more challenging to access the curriculum, and leads to insufficient progress being made at GCSE, particularly in English and EBACC subjects.</p>
5	<p>SEND and Pupil Premium crossover</p> <p>As an Academy, we are aware of the additional challenges faced by some of our pupils, and that these may make them vulnerable in more than one way. In the 2025-26 academic year, 25% of our Pupil Premium cohort also has an identified SEND need. They can present both additional learning needs, and social, emotional and mental health challenges.</p>
6	<p>Wider Curriculum and Leadership</p> <p>Pupil voice, internal data, and anecdotal evidence informs us that Pupil Premium pupils can often not have access to experiences and opportunities outside of school in the same way that their more affluent peers might. Work has been done to increase the attendance of Pupil Premium pupils to school clubs, activities, trips and leadership roles. However, we know that Pupil Premium pupils are often less engaged with these activities, and less likely to want to take part.</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
For Pupil Premium pupils to make accelerated progress during their time at Thistley Hough Academy, so that there is no attainment gap between Pupil Premium and non-Pupil Premium students.	<ul style="list-style-type: none"> • Secured evidence of teaching staff being experts in adaptive teaching, to ensure that the needs of all pupils are being met in the classroom. • Disadvantaged and vulnerable pupils at Thistley Hough Academy move closer to, or gain, outcomes that are in line with pupils nationally. • Pupil Premium pupils obtain an Attainment 8 score of 4.3.
For attendance of Pupil Premium pupils to be in line with non-Pupil Premium pupils at Thistley Hough Academy.	<ul style="list-style-type: none"> • Pupil Premium pupils increase their average attendance to 96%, in line with Academy targets for all pupils. • There is a reduction in the number of Persistent Absentees (PA) pupils that are eligible for Pupil Premium.
For all staff to receive high quality CPD in the area of adaptive teaching and meeting the needs of all pupils in the classroom.	<ul style="list-style-type: none"> • Quality Assurance practices will evidence that disadvantaged pupils are targeted in an effective way in the classroom via a range of teaching strategies. These can include through questioning, support and feedback within the lesson. • Internal 'Taking the Temperature' monitoring will evidence excellent practice across the whole quality of education. • Strive groups show good progress through receiving specialist and expert teaching, which closes the gap between them and their more able peers.
For parental engagement with parents and carers of Pupil Premium pupils to be in line with non-Pupil Premium pupils.	<ul style="list-style-type: none"> • Tracking and quality assurance of 'Parent Touch Points' throughout the school journey of a pupil will evidence regular communication and information sharing with families, including face to face events and phone conversations. • Attendance to Parents Evenings, Forums and Academy events demonstrate engagement of Pupil

	Premium eligible families in line with non-Pupil Premium families.
For Pupil Premium pupils to have proportional representation throughout the whole wider curriculum, including leadership opportunities and extra-curricular activities.	<ul style="list-style-type: none"> • Wider curriculum activities evidence proportional representation of Pupil Premium pupils. • Leadership opportunities are actively promoted to Pupil Premium pupils, and the cohort is proportionally represented on the Junior Leadership Team and Student Council.
For Pupil Premium pupils to make rapid progress in literacy levels and reading ages with subjects effectively developing pupil's disciplinary literacy and a positive culture of reading is developed.	<ul style="list-style-type: none"> • Reading strategies are effectively deployed across the Academy and are embedded part of the Academy Day and lessons. • Reading age testing shows improvement for key target groups, particularly Pupil Premium pupils.
For Pupil Premium pupils to have access to a wide menu of interventions and support to develop a positive and ambitious mindset for all pupils, allowing for all pupils to thrive.	<ul style="list-style-type: none"> • Pastoral data such as attendance, safeguarding and behaviour is monitored, with concerns acted on in a timely and effective manner. • A reduction in internal exclusions for Pupil Premium pupils is seen, both in pupil numbers and in the number of sessions. • Suspensions for Pupil Premium pupils fall in line, or below, that of non-Pupil Premium pupils. • An effective rewards system consistently rewards and celebrates pupil's achievements.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £235,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a KS2 teacher to teach Strive classes to ensure rapid progress is made for Pupil Premium pupils with SEND needs.	EEF provides extensive evidence in the areas of Individualised Instruction (+2 months progress made), Feedback (+8 months progress) and Metacognition and self-regulation (+8 months).	1 4 5
Targeted reading interventions will be delivered by specialists which work alongside whole school reading strategies aimed at making rapid progress in boosting reading ages.	Phonics based interventions can boost progress by 4 months, with specific reading comprehension strategies boosting progress by 5 months (EEF data). Internal reading age data has tracked positive and rapid progress over the past 3 years.	1 4
Monitoring, evaluation and Quality Assurance of teaching and learning which includes proportional representation of Pupil Premium pupils during our 'Taking the Temperature' weeks.	The EEF states that 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Evidence of effective teaching and learning strategies can significantly boost pupil attainment, such as feedback (+8 months), homework (+5 months), mastery learning (+5 months) and reading comprehension strategies (+5 months).	1 4 5
Effective use of CPD time to ensure high quality CPD delivery, and efficient use of teaching staff time and development with a focus on developing a teaching culture based around 'adaptive teaching'.	Data from Evidence Based Education highlights that ensuring all teachers can be highly effective can make a difference of 1.5 years for disadvantaged pupils. A Campbell Collaboration review has found that there are positive effects on the outcomes of pupils when student-centred and adaptive teaching practices take place in the classroom.	1 4 5
Teaching across the Academy takes a 'equity rather than	EEF data has found that individualised instruction can boost pupil progress by 2 months.	1 4 5

equality' strategy through teaching strategies such as effective questioning and regular use of mini whiteboards.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development Drop Down days will be funded and delivered on a programme for all year groups, creating equity in access to the wider curriculum.	EEF evidence highlight the importance of interventions such as Arts participation (+2 months progress), aspiration interventions and outdoor adventure learning (+3 months).	3 6
Year 11 Pupil Premium pupils will be invited to a 'Revision Residential' trip during February Half Term with focussed revision sessions delivering English, Maths and Science content and skills.	Individualised instruction can boost progress by 2 months (EEF data) alongside Metacognition strategies (+8 months progress) and mentoring on average boosting progress by 1 month.	1 6
Targeted Pupil Premium Key Stage 3 pupils will receive specific intervention support sessions during form time from subject specialists in English, Maths and Science.	Small group interventions has been shown to make progress of 3 months (EEF data) with specific evidence focussing on reading comprehension strategies (+5 months).	1 4 5
Pupils will be targeted for reading, speech and language interventions to ensure that rapid progress is made in improving	There is extensive evidence of these interventions making significant impact on the progress of pupils. Reading comprehension strategies are shown to boost progress by 5 months, with oral language	1 4 5

outcomes, both in these specific areas and in academic achievement as a whole.	interventions helping pupils make progress of 5 months also.	
Pupils in Year 11 who are not making enough expected progress will be invited into the Academy with parents to meet with a member of SLT to discuss strategies to make progress. These may be both academic or pastoral.	Parental engagement has been shown by the EEF to improve progress by 3 months.	1 3 4 5
Year 11 pupils will have access to an after-school intervention timetable for every subject. Pupils with regular attendance to interventions will be rewarded.	Structured interventions and support has been shown to significantly improve the outcomes of pupils. EEF data indicates that interventions in smaller groups can raise progress by 3 months, with additional intervention lessons boosting progress by 2 months.	1 4 5

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

Budgeted cost: £125,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty Proofing the Academy Day through provision of equipment for learning, revision resources, breakfast club, deodorant, toothbrushes and toothpaste.	Analysis by Newcastle and North Cumbria Health partnership has confirmed that Poverty Proofing the Academy Day is linked to measurable improvements in maths and reading outcomes. In some cases, this was a 55 increase over a two-year period.	1 2 3 4 5
'Family Meals' in the community will be funded with pupil's of low attending families and PA pupils.	EEF evidence demonstrates that Parental Involvement can boost progress by 3 months. Providing follow on monitoring after our 'Family Meal' event can boost progress by a further 1 month (EEF data).	2 3

Increasing capacity across the whole Pastoral team, including attendance and behaviour interventions.	Effective behaviour interventions can boost progress by 4 months (EEF) with self-regulation strategies being shown to boost progress by as much as 8 months. Mentoring can boost progress by a further 1 month.	2 3
Funding of educational visits, peripatetic music lessons and other wider curriculum opportunities to ensure access for all Pupil Premium pupils.	EEF data evidence that engagement in the wider curriculum can boost pupil progress considerably. Arts participation has average progress of 2 months.	6
Effective tracking and intervention, monitoring 'Parent Touch Points' to maximise engagement with Pupil Premium families.	Effective parental engagement is shown to boost progress by 3 months via good communication between school and a child's home.	1 2 3 5
Pupil Premium pupils will be prioritised and targeted CEIAG one to one meetings, particularly those who are at risk of becoming NEET, with our in school Careers Advisor.	A report from Impetus (Youth Jobs Gap: Exploring Compound Disadvantage) found that pupils eligible for Free School Meals in Year 11 were 66% more likely to be NEET compared to their non-disadvantaged peers. Data from the Office for National Statistics estimates that approximately 12.8% of 16–24-year-olds in the UK were NEET in 2025.	3 6
Pupil Premium eligible pupils who are experiencing significant Social, Emotional and Mental Health challenges will have access to our in school counsellor.	Since COVID, mental health challenges have been found to have increased significantly. UK Government reports have found that in 2023, 1 in 5 8-16 year olds faced a mental health challenge, with depression rates rising by 8.5%. Children with mental health challenges were found to be 7 times more likely to miss over 15 days of school.	3

Total budgeted cost: £ 448,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

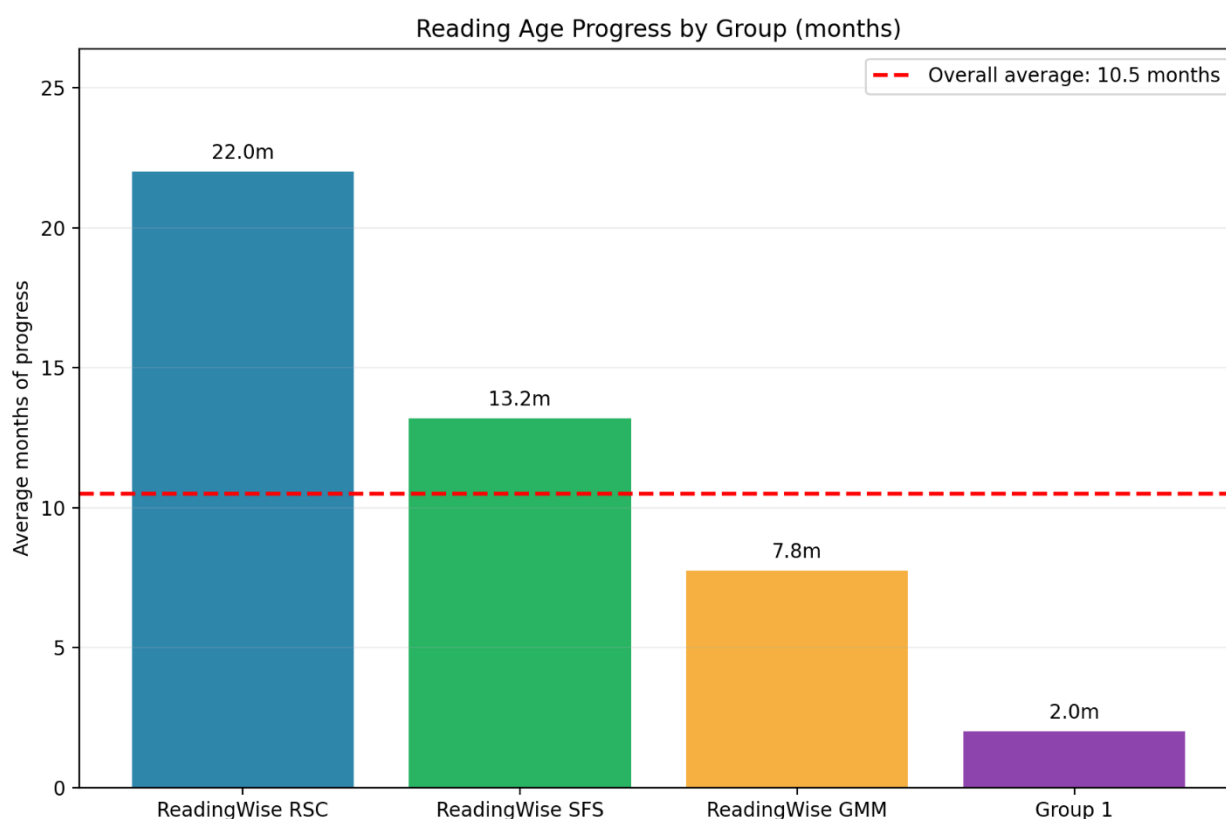
2021-2022	
Disadvantaged students Progress 8	-0.49
2022-2023	
Disadvantaged students Progress 8	-0.15
2023-2024	
Disadvantaged students Progress 8	-0.07
2024-2025	
Disadvantaged students Attainment 8 (no Progress 8 this academic year)	42.57

Attendance

	01/09/22 – 20/07/23	01/09/23 – 20/07/24	01/09/24 - 18/07/25
PP	86.77%	87.12%	87.88%
Non PP	91.75%	92.13%	92.31%

Reading Data

Reading age data from last academic year shows that pupils taking part in targeted interventions made significant progress, with pupils making an average of 10.5 months progress across year groups.



Key Stage 3 Interventions (Maths and Science)

Form time interventions took place for both of these subjects, with pupils changing if they could evidence progress made to close any gaps. In Maths, Rapid Recall and skills re-teaching took place with gaps having been identified either in lessons or during the interventions themselves. All pupils that took part have shown progress made and moved up to the next stage in 'Rapid Boards'.

Form time Science interventions were put in place for Year 8 and 9 pupils, with pupils rotating when progress was shown and gaps in knowledge and skills evidenced to have been closed between Assessment Points. All Pupil Premium pupils are given additional resources in Science, across both Key Stages 3 and 4, such as pre-made revision cards and revision guides.

Engagement with the wider curriculum

Percentages of Pupil Premium pupils taking part in trips and other activities across the academic year were monitored and pupils encouraged to take part. An average of 39% of pupils on trips were Pupil Premium, representing a higher percentage than the number of Pupil Premium students proportionally in the Academy. This demonstrates success in pupils being well supported in having access to the wider curriculum, and it remains a focus of the Academy to boost this further.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Educake	Educake
Sparx	Maths, Reading, Science
Arbor	Arbor
Reading Wise	Reading Wise

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.