

Pupil Premium Plan – 2020-2021

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council meeting. The annual review is published on the Academy's website in September each year.

The **main barriers** to achievement for disadvantaged pupils in this academy are:

- A. In-school progress and attainment gap
- B. Literacy and numeracy skills
- C. Quality of Education
- D. Sharing of Information/Transition
- E. Parental Engagement
- F. Attendance and Punctuality

1. Planned Expenditure (Total Funding £280,770)

The three headings below demonstrate how the Academy is using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole academy strategies. A three-tier approach will be employed based on the level of need of groups of learning within the PPG cohort.

- Tier 1 – No/Low need learners requiring short-term or one-off small scale interventions e.g. targeted subject or resource support
- Tier 2 – Medium need learners requiring a targeted approach over a short-medium period e.g. academic, progress, attendance and pastoral concerns based on internal data and monitoring
- Tier 3 – High need learners requiring specialised support – e.g. persistent absenteeism, significant curriculum arrangements, significant counselling, SEMH/behaviour need

Sustained approach from last academic year

Amended approaches from last academic year

New approaches launched this year

Pupil premium expenditure plan AY2020/2021

Strand 1 – Quality First Teaching

Strategy	Cost	Success criteria	Impact
<p>Literacy</p> <ul style="list-style-type: none"> • Accelerated Reader –universal offer to Years 7-9 • Nessy – targeted intervention • Targeted reading intervention to Year 8 and PPG eligible students • Literacy Coordinator (TLR) 	£43,548	<p>Accelerated Reader Increased reading age of all students PPG students, including:</p> <ul style="list-style-type: none"> • Improved vocabulary • Improved reading comprehension skills <p>Nessy Reading ages for PPG eligible students increase at a faster rate than chronological ages through strategies including:</p> <ul style="list-style-type: none"> • Improved decoding skills for students with low reading ages and EAL students • Improved knowledge and recognition of phonemes to increase reading speed and fluency <p>Year 8 and 9</p> <ul style="list-style-type: none"> • Targeted PPG eligible students through small group Librarian intervention. • Ruth Miskin reading intervention programme targeted at all year 8 and 9 students with a reading age under 10. 	
<p>Progress and Attainment – tracking and monitoring</p>	£4,435	<ul style="list-style-type: none"> • Narrow progress gap to 0.0 for all year groups 	

<ul style="list-style-type: none"> • Go4Schools – improved tracking of formative and summative assessment to enable effective intervention (universal offer) • Provision Maps – individual students plans identifying specific barriers to learning created 		<ul style="list-style-type: none"> • Effective tracking and monitoring of academic and pastoral progress, in order to ensure that PPG eligible students to be in line with their cohort and national peers. 	
<p>Assessment and Feedback (universal offer)</p> <ul style="list-style-type: none"> • CPD focused on further enhancing in-class assessment/feedback through the skilful use of visualisers (universal offer) • Continued CPD offer for all staff in order to improve outcomes for all students. • 31% of CPD budget allocated via PP budget in order to ensure that the universal teaching offer is enhanced for all students 	£8,733.63	<ul style="list-style-type: none"> • Narrow progress gap to 0.0 for all year groups • Internal data to demonstrate that all students in all year groups make progress in line with their national peers from their starting points. 	

Strand 2 – Targeted Academic Support

Strategy	Cost	Success criteria	Evaluation
Raising Standards Intervention – <ul style="list-style-type: none"> • Provide targeted and rapid interventions to close gaps in skills and knowledge • Academic Raising Standards leads to track the attainment and progress of year groups • Rapid Improvement Plans implemented within departments and reviewed during Raising Standards Meetings and Departmental Line Management meetings 	£15,000	<ul style="list-style-type: none"> • PPG eligible students to be in line with their cohort and national peers • PPG strategies developed for all year groups in t order to narrow progress gaps through the Academy 	
Independent Learning Tools <ul style="list-style-type: none"> • Students provided with a range of revision materials including relevant revision guides • Distance Learning and Home Learning available for all year groups supported by a range of online learning resources (universal offer) 	£5,023.75	<ul style="list-style-type: none"> • Narrow progress gap to 0.0 for all year groups • PPG eligible students to be in line with their cohort and national peers 	
Academic Mentoring	£11,764.74	<ul style="list-style-type: none"> • Students receiving academic mentoring to make positive progress 	

<ul style="list-style-type: none"> • Provide academic mentoring programme for PPG students in order to provide bespoke intervention in all year groups. • Year 10 and 11 – CEIAG provision to access careers and higher education services and raise aspirations (universal offer) 		<ul style="list-style-type: none"> • Students receiving academic mentoring to have attendance of at least 95% • Year 11 students to maintain 100% post 16 placement 	
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Strand 3 – Wider Outcomes

Strategy	Cost	Success criteria	Evaluation
<p>Attendance</p> <ul style="list-style-type: none"> • Local Authority Educational Welfare Officer – targeting PA students across the Academy • Attendance tracking system visual to staff, parents and students in order to continue monitoring and evaluating attendance at all levels. • Targeted intervention approaches following data diagnosis 	£9,360	<ul style="list-style-type: none"> • Attendance of PPG eligible students is in line, or better, than national expectations • Persistent absence rates of PPG eligible students is in line, or better, than national expectations 	
<p>Student SEMH and Well-being</p> <ul style="list-style-type: none"> • Appointment of Integration and Engagement Hub Lead to enhance support for SEMH 	£19,801.20	<ul style="list-style-type: none"> • Reduction in the need for external provision for students suffering with SEMH issues 	

<ul style="list-style-type: none"> • Small group targeted intervention – Year 7 and Year 10 during COVID restrictions • Further SEMH CPD for all staff in order to support students throughout the Academy 		<ul style="list-style-type: none"> • Developed curriculum in order to support SEMH and wellbeing for all students to be part of PSHE and Pastoral time throughout the Academy 	
<p>Student Engagement (universal offer)</p> <ul style="list-style-type: none"> • Purchase of Class Charts licences to reward students throughout lessons and track behaviours for intervention • Targeted intervention groups co-ordinated by Heads of year with pastoral support plans for all students involved 	£138,865.68	<ul style="list-style-type: none"> • Reduction FTEs and PX across the Academy to be in line with national averages • Reduction of PPG student specific FTE and PX to be in line with cohort peers • PPG student attendance to be at least in line with their cohort peers • Enhanced CEIAG provision for all students • Timetabled PSHE programme throughout the Academy 	
<p>Accessing the curriculum</p> <p>A range of support strategies will be available, which will include:</p> <ul style="list-style-type: none"> • Uniform • Breakfast club • Homework club • School counsellors 	£16,738	<ul style="list-style-type: none"> • PPG student attendance to be at least in line with their cohort peers 	

Total spend to date = £280,770

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