

Pupil premium strategy statement: Thornhill Academy 2020-2021

1. Summary information					
School	Thornhill				
Academic Year	2020-2021	Total PP budget	£233,975.00	Date of most recent PP Review	July 2019
Total number of pupils	577	Number of pupils eligible for PP	245/577 42.46%	Date for next internal review of this strategy	July 2021

2. Current Attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
Progress 8	-0.69	0.13
Attainment 8	33.86	50.30
English & Maths 5+	20%	50%
English & Maths 4+	35.6%	72%
Ebacc entry	24.4% (Ebacc Achieved 5+ - 8.9%; Ebacc achieved 4+ - 15.6%)	45%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Significant progress gap between High prior attaining disadvantaged students and non disadvantaged
B.	Lower levels of literacy on entry, especially reading, for key stage 3 disadvantaged students. Impact upon access and progress across the whole curriculum

C.	Low levels of engagement with remote learning from disadvantaged pupils	
D.	Large proportion of SEND students are disadvantaged	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of disadvantaged students is below that of non-disadvantaged students and the whole school target	
F.	Financial barriers limit development of cultural capital and aspiration	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress for high attaining disadvantaged students across all year groups,; students should achieve at least their expected target in line with their KS2 scores.	Close the progress gap between high prior attaining students and high prior attaining disadvantaged students.
B.	Significant progress in reading development of key stage 3 disadvantaged students as evidenced in post intervention NGRT scores	Disadvantaged students with below average reading scores make rapid progress through targeted RR interventions closing the gap between reading and chronological age
C.	Improved engagement with remote learning from disadvantaged students.	Close the remote learning engagement gap between disadvantaged and non-disadvantaged pupils.
D.	Improved attainment and progress for disadvantaged SEND students	Improve the progress gap between disadvantaged SEND students and non-disadvantaged SEND students.
E.	Improved rates of attendance for disadvantaged students.	Attendance for disadvantaged students to improve to 95% in 2020-2021 and the gap compared to non-disadvantaged pupils closing the gap
F.	Increased aspiration , resilience and self -worth impacting positively on progress for disadvantaged students.	Closure of the progress gap between disadvantaged students and non-disadvantaged students.

1. Planned expenditure

Academic year

2020 -2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Increased rates of progress for high attaining disadvantaged students across all year groups	Ensure quality first teaching informed by current research from EEF inclu Great Teaching Toolkit. Focus in T&L groups.	PP gap significant EEF - Good teaching is the most important factor in improving outcomes for disadvantaged students	QA to include: lesson observations, learning walks, work scrutiny Consistent focus in Line management / ML agendas	JLe CCr	Ongoing Observations
A Increased rates of progress for high attaining disadvantaged students across all year groups	Evidence based CPD for staff on effective strategies for teaching high attaining disadvantaged students:Focus in T&L groups	PP gap significant EEF - Good teaching is the most important factor in improving outcomes for disadvantaged students	QA to include: lesson observations, learning walks, work scrutiny Consistent focus in Line management / ML agendas. Ongoing data analysis Evaluation of CPD - T& L groups	JLe	Observations
A Increased rates of progress for high attaining disadvantaged students across all year groups	Explicit planned vocabulary instruction of tier 2 & 3 words Evidence based CPD to support	Incorporation of explicit vocabulary instruction into lesson supports the development of extended writing	QA to include: lesson observations, learning walks, work scrutiny Ongoing data analysis of progress of disadvantaged cohort	JLe	Ongoing

A Increased rates of progress for high attaining disadvantaged students across all year groups	Strategic Wave 1 interventions for disadvantaged students where data analysis identifies under performance. Monitoring of impact on interventions in classroom	Swift and specific wave 1 interventions will support students in making progress . Ensure that the disadvantaged cohort remains high profile in departmental meetings	Regular item on agenda and line management meetings. Ongoing review of DIP	CCr JLe	Ongoing
A Increased rates of progress for high attaining disadvantaged students across all year groups	Provision of LS staff to work with disadvantaged students attending Homework club. Incentivisation of attendance at homework club: provision of rewards in form of stationery to support study	Modelling & encouragement of positive study habits has been shown to support improvement in attainment.	Regular monitoring of attendance at homework club	JLe KNe	Ongoing
B High levels of progress in reading for disadvantaged KS3 students	GL Assessment NGRT for all KS3 students .Reciprocal reading groups established for KS3 students below 100 Explicit vocabulary instruction	Below average reading ages for disadvantaged students Vocabulary gap exists in disadvantaged students – vital in supporting students in demonstrating their learning	QA to include: lesson observations, learning walks, work scrutiny with a specific literacy focus	JLe KNe	Standing item on SLT agenda
B High levels of progress in reading for disadvantaged KS3 students	Post lockdown 1:1 targeted reading interventions	Post lockdown regression in reading of weakest KS3 DA students. Intervention to support access to curriculum	Gains made in reading ability pre and post intervention	KNe	Post intervention
B High levels of progress in reading for disadvantaged KS3 students	Participation in Book Buzz Scheme: purchase of book for all Y 7 students on entry	Lower than average reading skills on entry to KS3. Encouragement of reading for pleasure	Increase in book loans from LRC. Books used as basis for English reading lesson	GWi LPa	Annually
C Improved engagement with remote learning from disadvantaged students.	Provision of study packs for all DA students to include resources to support learning in all subjects esp practical subjects: Art, Tech	Removal of barriers to learning	Gap in engagement data between disadvantaged/ non disadvantaged students closes Increased work submissions	CCr	Weekly

Total budgeted cost £102, 195

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Increased rates of progress for high attaining disadvantaged students across all year groups	PP Champions in each pastoral group to run small group mentoring sessions with KS4 students	Under performance of disadvantaged students in external examinations Intervention to support time lost due to school closure EFF shows small group tuition to have some impact for moderate cost.	Ongoing monitoring of assessments / LSR data	NLu	Ongoing - progress checks
A Increased rates of progress for high attaining disadvantaged students across all year groups	English academic mentor- provide high quality intervention for disadvantaged pupils in English	Provision of 1:1 support to model positive study habits and scaffold learning and work submission. Parent voice indicated issues in supporting students	Regular monitoring of the performance of this cohort including attitudes to learning	JLe KNe	Ongoing - progress checks
A Increased rates of progress for high attaining disadvantaged students across all year groups	Provision of after school timetabled revision sessions Mon – Thur for Y11 students	Under performance of disadvantaged students likely to increase due to lock down and lost learning time. SV indicates increased contact with teacher is valued	Monitoring of attendance at sessions. Improved attainment and progress for disadvantaged cohort	CCr	Ongoing - progress checks
B High levels of progress in literacy for the disadvantaged KS3 students	Parental support sessions offered to targeted disadvantaged students to facilitate the development of positive study habits through attendance at homework club	Breaking down barriers between home and school. Support of parents / carers to develop positive study habits in children.	Attendance at sessions monitored by parent / pupil liaison officer. Direct invitation to parents	KNe VCa	Post session
A Increased rates of progress for Y11 disadvantaged students in Eng and Math	Targeted intervention sessions in English and Maths	Disadvantaged students underperformed in the GCSE English and Maths examinations	Increased progress in core subjects	CCr TAc GWi	Ongoing

D Improved attainment and progress for disadvantaged SEND students	Key worker attached to disadvantaged/ EHC students, working with the student on a 1:1 and monitoring that appropriate intervention is taking pace. Further staff development opportunities around quality first teaching and inclusion	Disadvantaged/ SEND students underperform against their peers across all year groups	Documented evidence through EduKey and CPOMs. Improved assessment data from SEN students (both psychometric and academic).	NLu KNe	Ongoing
E Improved rates of attendance for disadvantaged students	Creation of Parent / pupil liaison officer to work with underperforming disadvantaged /SEND, working with family and student to try to improve engagement.	Break down barriers with attendance & engagement of disadvantaged students and emotional link with specific staff	Improved attendance and engagement from disadvantaged students Careful choice of mentor-Improved attendance and engagement from disadvantaged students	CLo VCa SM	Ongoing Weekly at pastoral team meetings
E Improved rates of attendance for disadvantaged students	Weekly attendance review with Att Officer. Communication via head of year to the parents of higher attaining disadvantaged students	Disadvantaged/ FSM/ PA students have poorer attendance than their non-disadvantaged peers	Intervention list and mentoring programme set up and implemented by Att officer	CLo VCa SM	Ongoing Weekly at pastoral team meetings
E Improved rates of attendance for disadvantaged students	Utilise the LA pathway for addressing EBSA, all members of the Pastoral Team to utilise EBSA	Complex SEND, especially Anxiety upon return will be a barrier to combat in this group of students. This sub group have worse attendance than their non-disadvantaged peers	Intervention list and mentoring programme set up and implemented by Att officer with support and oversee by SENCO	CLo VCa SM	Ongoing Weekly at pastoral team meetings

TOTAL BUDGETED COST: £111,334

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F Financial barriers limit development of cultural capital and aspiration	Opportunity for Y11 Disadvantaged students to benefit from paid places on external programmes such as: Ward round	Ensuring that all students have the opportunity to access aspirational career experiences	Number of students who take part. Student feedback following experiences/ feedback from organisation	GCr	Ongoing

	Live (2 days of medical work experience) and NCS (National Citizens Service)				
F Financial barriers limit development of cultural capital and aspiration	Participation in the Brilliant Club with HA KS3 Y7 /8 students	Challenge and aspiration in visiting Russell group university	Monitoring and ongoing evaluation	KNu	On completion
F Financial barriers limit development of cultural capital and aspiration	Purchase of ukuleles for Y7 students to allow for participation in a ukulele band	Ensuring that all students have the opportunity to play a musical instrument	Attendance at Ukulele club. Participation in school wide events	KML	Ongoing
F Financial barriers limit development of cultural capital and aspiration	Purchase of revision guides for KS4 students in all subject areas	Use of revision guides to be modelled by teachers and their use incorporated into remote learning lessons	Student Voice to ascertain student perceptions of value	JLe	Ongoing
F Financial barriers limit development of cultural capital and aspiration	Girls' Network (15 students)	Raising aspiration of KS4 disadvantaged students through use of positive female role models from industry	Strategic & robust selection process ensuring appropriate matches with mentors	GCr	Ongoing
F Financial barriers limit development of cultural capital and aspiration	Inspires Project (Foundation of Light / Premier League)	6 targeted groups of KS3 / KS4 DA students working on bespoke programmes around employability / transferable skills. This ensures that students are prioritised for: HAP: sports leaders Girls: communication & aspirations LAP: self- esteem course	Regular monitoring meetings with Foundation staff. Meeting of programme participation criteria	GCr	Ongoing
F Financial barriers limit development of cultural capital and aspiration	Uniconnect	Self -selecting students KS3 / 4 based upon postcode. Identified postcodes are where progression into HE is lowest. This ensures that students are prioritised for access to university	Externally planned and monitored. Participation recorded internally & externally. Impact tracked on basis of progression into HE – reported back to school	GCr	Ongoing

		mentors, activity programmes and experiences			
Total budgeted cost					£20,446