

Pupil premium strategy statement – Thorntree Academy

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	254
Proportion (%) of pupil premium eligible pupils	75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	LGB
Pupil premium lead	Paul Watson
Governor / Trustee lead	C. Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,150
Recovery premium funding allocation this academic year	£25,483
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>	£ 289,633

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The challenges that we must consider due to them being faced by a significant number of our pupils includes low-socioeconomic status and low attaining starting points on entry. In addition to this, our vulnerable pupils, such as those who have a social worker and young carers face even more adversity in making good or better progress within the education system. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as reading, writing and mathematics. 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. Deploying evidence-based approaches to teaching and learning to ensure high quality delivery of the core curriculum is key to our school's success. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Learning will be informed by evidence, such as the EEF, to ensure that all funds are allocated to maximise impact for attainment. Introducing Early Numeracy and Communication and Language approaches in EYFS and One to One tuition online for KS2 children are examples of how Thorntree Academy engages with professional development to ensure the best outcomes for all learners.

Integrating technology to impact on the ability to support learners in whole class setting and with targeted academic support is combined with emotional scaffolding for those with additional needs to ensure that the academic experience is personal to each child. This targets pupils to raise aspirations to aid them to develop as learners for future success, both academically and with regards to social and emotional factors.

Our teaching approach will be adaptive to the pupils academic requirements due to deploying a robust diagnostic assessment system that does not make assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<i>Low entry point attainment, including speech and language deficit, especially in early language acquisition.</i>
2	<i>Attendance and punctuality requires addressing to reach the national target of 96% with a focus on closing the attendance gap</i>

3	<i>Lack of parental engagement or skills to support children's education.</i>
4	<i>Social and emotional issues affecting learning behaviours.</i>
5	<i>Lack of technological resources, within school and in the wider community.</i>
6	<i>Lack of experiences to develop cultural capital.</i>

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>Accelerated progress in reading</i>	Achieving in line with national average scores for KS2 Reading
<i>Accelerated progress in writing</i>	Achieving in line with national average scores for KS2 Writing
Accelerated progress in maths	Achieving in line with national average scores for KS2 Maths Achieving a high percentage of pupils attainment maximum score of the MTC
Improved EYFS GLD	Achieving in line with national average scores for GLD
Phonics	Achieving in line with national average scores for Phonics Screening Check
Improved Attendance	Pupil Premium children attendance to be within 1% of attendance of all pupils

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: £120,169 (teacher salaries) + £52,000 (TA salaries) + £ 510 (SoundsWrite training) + £1000 (Computing curriculum support) + £2,749 (Great Teacher Toolkit) + £1392 (NCL Membership) – **TOTAL £165,710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Increase capacity to implement a systematic synthetic phonics programme (SoundsWrite) scheme across KS1 and KS2</i></p> <p>£510</p>	<p>EEF research highlights the successes of a systematic synthetic phonics programme with +5 months impact that has an extensive evidence base. Further evidence for Sounds-Write being effective is provided by the provision being a DfE validated scheme.</p>	<p>1, 3</p>
<p><i>Develop pedagogy and teaching practice to improve pupils outcomes for all through effective, research-based staff CPD.</i></p> <p>£4,141</p>	<p>Bespoke teacher CPD via NCL and GTT. The Great Teacher Toolkit is an evidence informed CPD programme designed to improve teacher practice. A focus on four overarching dimensions with a total of 17 elements within them. Each element is a specific aspect, be it competency, knowledge or skill, of teaching and learning that improves deliver and pupil outcomes.</p>	<p>1, 3</p>
<p><i>Defined computing software to ensure the delivery of coding to be taught to a good standard.</i></p> <p>£1,000</p>	<p>DfE review 'Future of Compute' highlights the need for an advanced computing capability to achieving the objectives of the Digital Strategy, National AI Strategy and the Data Strategy.</p>	<p>5, 6</p>
<p><i>Highly-skilled teachers and teaching support delivering face to face learning for all pupils, including bespoke interventions.</i></p> <p>£212,059</p>	<p>The EEF state that the best available evidence shows that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that teachers are supported in delivering high-quality teaching is vital for achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £2,760 (Third Space Learning) + £14,844 (school tutoring contribution) + £2,550 (Teaching solutions) + £750 (Chapter One)– **TOTAL £20,904**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A digital platform to aid the teaching and assessment of reading on a one to one basis.</i></p> <p>£2,550</p>	<p>Reading instruction is a priority for learners of primary age and deploying an adaptive assessment tool enables the needs of the learners to be addressed.</p>	<p>1, 3, 5</p>

<p><i>Face to face and online tuition to accelerate learning in the core subjects. Focus on high-quality provision by school staff or validated providers.</i></p> <p>£18,354</p>	<p>High-quality tuition presents a significant opportunity to make a longterm contribution to closing the socioeconomic attainment gap in classrooms across the country. The best evidence tells us that this gap has only widened as a result of the pandemic.</p>	<p>1, 3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £31,569 (PSA) + £9,675 (CATS) + £1,500 (Letterbox scheme) + £6,000 (Trips) + £1,000 (Rewards) + £563 (Book bags) + £100 (water bottles) + £671 (Thrive) + £11,115 (Sara Dawson) + £6,064 (EP SLA) – **TOTAL £68,257**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of a PSA to oversee attendance and monitor the needs of the most vulnerable learners and their families.</i></p> <p>£31,569</p>	<p>The DfE acknowledge the impact that a systematic, supportive approach the addressing attendance is required to ensure that pupils attend school regularly to maximise their learning potential.</p>	<p>2, 3, 4</p>
<p><i>Bespoke social and emotional learning programme for the learners with the most severe needs, including those with social workers or are young carers.</i></p> <p>£20,790</p>	<p>EEF guidance highlights how interventions can aid pupils to improve decision-making skills, interaction with others and their self-management through targeted support.</p>	<p>3, 4</p>
<p><i>Fostering an environment and culture that recognises success and aids children in establishing positive mindsets.</i></p> <p>£9,898</p>	<p>Harvard School of Business has extensive research that highlights the need to align success with aspects that are emotionally renewing, and not anxiety provoking. Providing pupils with the tools and reward systems to address this is essential for improved outcomes.</p>	<p>1, 3, 4</p>

<i>Providing culturally enriching experiences to develop children's understanding and knowledge of the world, with a focus on their locality.</i> £6000	Evidence of the efficacy of field trips as learning tools as well as a means of stimulating student engagement has been highlighted, with participants performing better in a variety of aspects of education (Greene et al., 2013).	3, 6
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Total budgeted cost: £ 254,871

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Ensure the Sounds-Write programme is delivered effectively, by trained staff, to teach reading, spelling and writing simultaneously.

For Y1 and Y2, internal data suggested that for the year groups that directly teach phonics to a whole class that a gap in attainment occurred and widened as the academic year progressed.

Ensure staff, through the use of evidence-based interventions, successfully close the attainment gap between disadvantaged pupils and all others.

Internal data indicates successful outcomes for attainment with year groups for attainment of disadvantaged pupils broadly in line with non-disadvantaged pupils, and, in some cases, outperforming in selected year groups such as Y5.

Improve attainment through the effective delivery of PiXL strategies, including flexible groupings, resulting in key marginal children making accelerated progress.

End of Key Stage 2 data, in particular in reading, was strong. Pupils with low prior attainment achieving expected standard in reading was 50%, pupils with low prior attainment in writing and maths achieving expected standard 30%.

Personalise learning through the use of technology-based resources.

This area of the strategy requires the most work due to the existing technological resources within school, and accessible in the wider community.

Improve rates of attendance and punctuality and foster links with parents and carers through the employment of a PSA and Assistant PSA.

Attendance improved from 70% for the previous academic year to 93%.

Provide a tiered approach to SEMH provision, which ensures children receive support relevant to their individual needs.

Improved attainment with regards disadvantaged pupils compared to non-disadvantaged pupils previously mentioned in this review highlights the success of SEMH provision as this allowed pupils to become more efficient at self-regulation and able to display the correct learning behaviours.

Ensure children are able to access extra-curricular activities and benefit from experiences to increase their cultural capital.

A continuous focus on providing the children with extra-curricular activities and experiences to enhance their cultural capital was hindered due to non-participation in certain events. Poverty proofing of these experiences remains a focus for the school.

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
Proclaim Project	Middlesbrough LA
Third Space Programme	Third Space
Enthuse Partnership	Collaborative partnership of 8 schools.

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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

