

# Pupil premium and Recovery Premium strategy statement – Thistle Hill 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	346
Proportion (%) of pupil premium eligible pupils	42.4%
Date this statement was published	Sept '23
Date on which it will be reviewed	Sept '24
Statement authorised by	Rebecca Handebeaux
Pupil premium lead	Bethan McIntosh
Governor / Trustee lead	Fiona Trigwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070.00
Recovery premium funding allocation this academic year	£22,330.00
<b>Total budget for this academic year</b>	<b>£246,400.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Thistle Hill Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and back-ground.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing, develop resilience, and improve attendance.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

IMD Rank 74 indicates the school has a high level of deprivation with 38% of pupils being eligible for Pupil Premium Funding in comparison to 24% nationally.

Achieving our objectives:

- To achieve our objectives and overcome identified barriers to learning we will:
- Provide all teachers with high quality CPDL to ensure that pupils access effective quality first teaching, which prioritises high expectations and inclusive practice.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 and group keep up for phonics and early reading ,1:1 tuition, and digital technology to enable ALL pupils and remove barriers to learning.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences, to ensure that children's 'cultural capital' is developed; those with 'limited life experiences' are not disadvantaged.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide a range of extra-curricular clubs where places are allocated for disadvantaged pupils.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and senior leaders will together identify, through the pupil progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Removing barriers that cause low attendance – 35% of persistent absentees are disadvantaged and 63% are SEND
2	Increased number of pupils with complex needs – 51% in receipt of Pupil Premium funding are pupils with SEND
3	The prime area of Communication and Language is low on entry into reception – 41% of the cohort are PP and of those 41% have a speech or language need.
4	High mobility of pupils within the academic year provides SEND and safeguarding challenges
5	Promoting Cultural Capital for those who have limited life experiences and opportunities to join in enrichment opportunities.

## 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
Progress in Reading	Achieve national average progress score in KS2 Reading (0)
Progress in Writing	Achieve national average progress score in KS2 Writing (0)
Progress in Maths	Achieve national average progress score in KS2 Maths (0)
Phonics (year 1 and year 2)	Achieve at least national average expected standard

GLD - EYFS	Achieve at least national average GLD
Improve attendance of disadvantaged pupils and reduce the % of persistent absentees	In line with LA average

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Communication and language development underpins Early Years and Year 1 practice so that the vocabulary gap closes, and speech and language barriers are removed.</li> <li>• Speech and Language link</li> <li>• Trust Speech and Language therapist (1 day per week)</li> <li>• HLTA focused on speech and language (Covid Catch up)</li> </ul>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. <b>(EFF Early Literacy approaches)</b></p> <p>Speech and Language Link assessments identify barriers to Communication and Language 1,2 &amp; 3 <b>(EFF Early years Intervention)</b></p>	1,2,3 and 5
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Continue to embed Little Wandle Letter and Sounds Phonics (programme)</li> <li>• Keep Staff CPD on Little Wandle up to date</li> </ul>	<p>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p> <p>Improving young children's communication and language development in early years settings and reducing the attainment gap between disadvantaged pupils</p>	1,2,3 and 5

<ul style="list-style-type: none"> <li>• Use ecollins phonetically decodable books for home readers</li> <li>• SEND pathway resources for Little Wandle Rapid Catch-Up resources</li> <li>• 5 a day diet for listening to stories and poems</li> <li>• The power of Reading embedded in all year groups</li> </ul>	<p>and their peers and built on CLPE's evidence-based Power of Reading programme with its emphasis on quality texts (The power of Reading Early Years Report 2023)</p> <p>Social reading experiences of a wide range of quality texts at home and in school increases children's enthusiasm and motivation as independent readers.</p> <p><b>(The power of Reading Early Years Report 2023)</b></p>	
<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Introduce the CLPE approach to writing in key year groups,</li> <li>• Ensure an immersive approach to writing to build fluency over genres</li> </ul>	<p>Teachers reported pupils increased confidence in expressing and understanding and a willingness to challenge ideas through the work with picture books and illustrators.</p> <p><b>(The power of pictures Research Evaluation report RSA/EEF 2021)</b></p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch-on reading intervention in Year 2 and Year 3.	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected.</p> <p>(EEF – Switch-on Reading intervention)</p>	

First class @ Number maths intervention for EYFS and KS1.	Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme	1 & 2
Dynamo Maths intervention for Ks2 children	<b>Dynamo Maths</b> is a research and evidence-based resource to support pupils with dyscalculia and those struggling with maths and not meeting age-related expectations.	
Little Wandle Catch up, Rapid and SEND pathway	<p>The Rapid Catch-up programme provides urgent targeted support for children in Year 2 and above who are not reading at age-related expectations. The aim is to equip children with the reading skills they need to access the curriculum and enjoy reading as soon as possible.</p> <p>Little Wandle SEND (special educational needs and disabilities) is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for schools, special schools and providers to meet the needs of all their learners.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
The PSA, Wellbeing lead and Safeguarding Lead remove barriers that affect the hardest to reach parents and their	With home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services	

<p>ability to get their children to school on a regular basis.</p>	<p>involvement and referrals to outside agencies</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p><b>(Working together to improve school attendance)</b></p> <p>Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.</p> <p><b>(Working together to improve school attendance)</b></p>	
<p>Snack boxes provided to ensure children are ready for learning</p>	<p>The findings suggest that snacks influence academic achievement, students believe snacks improve their performance, snacks influence engagement during learning time, and snacks do not shape students' feelings in the classroom</p> <p><b>(a bite in education)</b></p>	
<p>Behaviour and Wellbeing Lead to engage with most vulnerable pupils to reduce barriers to school and learning</p>	<p>Whole-school approaches to promoting wellbeing can have a positive effect on academic attainment</p> <p><b>(Oxford Education)</b></p>	<p>1 and 5</p>
<p>Enabling environments to improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and</p>	<p><b>(Collaborative learning EFF toolkit Moderate impact for low cost)</b></p> <p><b>(EFF Metacognition and self-regulation)</b></p>	

<p>approaches continue to focus on social and emotion learning, removing barriers and self-regulation.</p>	<p><b>High impact for low cost)</b></p>	
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP.</p> <p>Subsidise PP families for trips</p>	<p><b>(EFF toolkit Digital technology Moderate impact for moderate cost)</b></p> <p><b>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</b></p> <p><b>Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.</b></p>	
<p>Nurture interventions in the classroom</p> <ul style="list-style-type: none"> <li>• Teachers using Boxall profiles</li> <li>• Whole class wellbeing focus</li> <li>• Targeted interventions for nurture and well being</li> </ul>	<p>Nurture provision allows children to perform better academically (Sanders, 2007; Reynolds et al. 2009; Seth-Smith et al 2010), increases school attendance (Sanders, 2007), school enjoyment (Sloan et al. 2016) and reduces pupil exclusion (Ofsted 2011).</p>	



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

GLD

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2023				
School		Kent		National**
All	FSM	All	FSM	All
66.7	63.6	68.1	51.9	67.3
66.7	63.6	70.6	54.8	69.8
81.3	90.9	79.0	65.1	77.2

Year 1 and 2 phonics

2023				
School		Kent		National**
All	FSM	All	FSM	All
65.1	50.0	77.2	59.4	78.9
7				
14.3	0.0	56.5	50.3	58.7

KS1

2023				
School		Kent		National**
All	FSM	All	FSM	All
61.9	42.9	69.1	50.7	68.3
59.5	42.9	60.5	41.1	60.1
61.9	42.9	71.2	54.1	70.4
4.8	4.8	18.5	7.7	18.8
4.8	4.8	7.8	2.3	8.2
0.0	0.0	15.4	5.7	16.3

KS2

School		2023		
		Kent		National**
All	FSM	All	FSM	All
56.1	46.4	58.7	39.1	59
1.8	0.0	8.3	2.7	8.0
70.2	60.7	72.5	56.9	73
21.1	14.3	30.0	16.3	29.0
63.2	46.4	73.2	56.4	71
3.5	0.0	14.1	5.3	13.3
54.4	39.3	68.6	50.5	72
14.0	10.7	26.0	12.0	30.1
61.4	50.0	70.0	51.8	73
8.8	3.6	22.2	9.8	23.8

- KS2 writing, reading and maths is moving closer to National.
- KS2 combined increased and closing the gap to National.
- GLD for all and FSM is broadly in line with National.
- KS1 reading and maths is closer to National.