

Pupil Premium Strategy Statement

Thistle Hill Academy 2020-2021



1. Summary information					
School	Thistle Hill Academy				
Academic Year	2020-21	Total PP budget	£145, 708	Date of most recent PP Review	6.09.20
Total number of pupils	317	Number of pupils eligible for PP	102	Date for next internal review of this strategy	July 2021

2. Attainment End of Year 2019-20		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average-no national assessments)</i>
% KS2 pupils achieving expected or above in reading, writing & maths		
Reading Expected +	63%	
Writing Expected +	48.5%	
GPS Expected +	50%	
Maths Expected +	72.7%	
Combined R/W/M	57.6%	
% KS1 pupils achieving expected or above		
Reading +	80%	
Writing +	66%	

Maths +	73%	
% of Reception children reaching a GLD	75%	
% Year 1 pupils passing the Phonics Screening	81%	
3. Barriers to future attainment (for pupils eligible for PP)		
4. In-school barriers		
A	55% of the Reception cohort have failed the language and speech link assessments that form part of the baseline in Term 1. Only 40% of the children receiving pupil premium funding are at age expected in Communication and Language. This is a significant barrier as the prime area of C & L underpins areas of learning in the EYFS curriculum.	
B	70% of the children with pupil premium funding are in KS2 .34% are below in reading, 42% in writing and 37% in maths. Vulnerable learners have fallen further behind with school closures and absence from school for nearly 6 months.	
C	There are 56 pupils on the SEND register and 46% of these pupils are in receipt of Pupil Premium funding. 100% of these children are below age appropriate in English. There are 11 pupils in the school that have EHCPs and 45% of them are Pupil Premium. There are 10 children in receipt of High Needs Funding and 60% of them are Pupil Premium. 8 children have SEMH needs and benefit from full time nurture provision.	
External barriers		
D	Mobility is a barrier to future attainment with causal admissions throughout the school year, from mostly local schools. Pupils are mostly in receipt of Pupil Premium funding, have high SEN needs, safeguarding concerns, are school refusers or low attainment. This will continue to be a barrier as year groups, throughout the school, are not at full capacity.	
E	91% of the vulnerable families open to multi agencies, are receiving Pupil Premium funding. There are 20 identified Young Carers in the school and 55% of them are Pupil Premium pupils.	
F	Low attendance reduces pupils school hours and causes them to fall behind on average. With COVID 19 there has been a significant impact on whole school attendance with the gap between pupil premium pupils and others widening again. The attendance for All pupils is 94.6% and for PP pupils 91.1%	

4. Desired outcomes		Success criteria
A	That the Prime Areas are a focus in the Autumn terms, to improve oral language skills and remove speech and language barriers, so that accelerated progress is evident in T1 and 2 data. That Talk for Writing is effective and the 5 a day reading diet is in place so that pupil's oral story telling skills are developed.	That the gap is diminished by the end of the Reception year and attainment of PP pupils is at least in line with national average for GLD
B	Skilled Formative Assessment ensures that children catch up and make accelerated progress from their starting point in reading (particularly in EYFS and KS1) where they have had significant time off and not been supported with home learning (COVID closure in March to July)	Vulnerable learners whose gaps have widened even further as a result of school closures in light of COVID 19 are identified and gaps filled.
C	The SENCO and SLT support staff to deliver high quality SEND provision through the 9-3 approach and focus pupils across the school make accelerated progress. To identify pupils for targeted reading interventions if just below age appropriate	Teachers' ownership of SEND provision needs to be embedded so that provision is consistently high across the school. Intervention TA s are effective.
D	That the well-being team supports casual admissions and works closely with families to quickly remove barriers to learning and engagement with school. Pupils settle quickly and their needs are met.	Pupil's regularly attend school and make at least expected progress. Any gaps in learning are identified and addressed rapidly.
E	That the well-being team works closely with the vulnerable families to quickly remove barriers to learning and engagement with school. Improve the social and emotional skills of pupils across the school.	SEMH development is tracked through Boxall profiles. The Safeguarding log monitors progress of families referred by the school to multi agencies.
F	Whole school attendance is in line with National and increased attendance of Pupil Premium pupils.	The attendance gap continues to diminish between pupil premium and other pupils

4. Planned expenditure			
Academic year	2020-2021		
i. Quality of teaching for all			
Desired outcome	Chosen action/approach (Evidence /rationale)	How will you ensure it is implemented?	Staff lead

<p>A. Prime Areas are a focus, to improve oral language skills, so that accelerated progress is evident in T1 and 2 and reading and writing skills are developed</p> <p>Speech and Language barriers are addressed so that pupils can reach age expected in reading and writing and close the gap between disadvantaged pupils and others</p>	<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. A balance between child-initiated play and targeted small group work and support. (EFF Early Literacy approaches- moderate impact)</p> <p>Developing early reading skills through a high-quality text (concepts of print, oral storytelling and phonics) taught by trained adults to develop pupils' speaking and listening skills. The reading mileage of pupil's who do not read at home are increased in school (EFF Communication and language approaches- high impact)</p> <p>Speech and Language Link assessments identify barriers to progress in the Prime Area of Communication and Language and provision is put in place to accelerate progress (EFF Early years Intervention – moderate impact)</p>	<p>Analysis of October Baseline and strategies from the pupil progress meeting.</p> <p>Trust reading guidance document</p> <p>EYFS key priorities from the ADP</p>	<p>AHT for EYFS/Year 1 EYFS TLA SENCO</p>
<p>B. Teachers have the subject knowledge and skills to assess children's gaps and barriers so that they can catch up or read age appropriate texts.</p>	<p>Robust phonics assessments and filling gaps to support children in KS1 to read with fluency by applying their phonics skills. Match reading books closely to the phonics ability of the child. Invest in more Phonetically decodable books that align with Letter and Sounds. (EFF Phonics – moderate impact for very low cost)</p> <p>Professional development for teachers on formative assessment in Reading and Phonics. Especially for early career teachers when assessing and planning to fill gaps from the previous curriculum or missed learning. (EFF guide to Pupil Premium)</p>	<p>Curriculum leads Webinars</p> <p>9-3 approach to developing teaching and learning</p> <p>Phonetically decodable books for Early Years to Year 3.</p>	<p>Trust Curriculum lead for Reading SLT</p>
<p>D. Pupil Premium pupils with SEN make accelerated progress from their starting points to close the attainment gap</p>	<p>(EFF One to one intervention – moderate impact for high cost) interventions are effective because the teaching assistants are experienced and well-trained. These include Language Through colour, Switch On, 1:1 reading mileage session, precision teaching and phonics. Teachers plan learning objectives based on the small steps (B squared) and EHCP targets.</p>	<p>ADP priorities and actions</p> <p>DHT – responsible for SEN provision in class</p>	<p>SENCO SLT</p>

<p>E improve the social and emotional skills of Pupil Premium pupils across the school</p>	<p>Continue to embed the Restorative Justice approach (in light of new staff) so that pupils learn to self-regulate their behaviour with targeted interventions. Nurture interventions with skilled staff to deliver 5-point scale, social skills, Lego therapy and drawing and talking interventions. <i>(EFF behaviour interventions – moderate impact)</i></p> <p>Pupil Premium case Studies (1 pupil per class) are implemented to develop the whole child (academic, social and emotional and behaviour). A team supports this approach through a whole school action plan which involves the HT, CT, SENCO, PSA, Safeguarding Lead and Nurture team, parents <i>(EFF Social and emotional learning – moderate impact)</i></p>	<p>A whole school approach that is driven by the SLT and SENCO to create this ethos.</p> <p>A holistic approach to developing the child and supporting key families to break down barriers to pupil's reaching their full potential at school.</p>	<p>SLT SENCO PSA CTS Nurture Team</p>
<p>G. Whole school attendance is in line with National and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p>PSA works closely with families at risk of falling below 80% to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school) <i>(NFER identifies addressing attendance as a first and basic step in raising attainment)</i></p> <p>Monitoring of attendance and different groups. Attendance team consists of HT, AHT, Attendance officer, PSA, and Trust Safeguarding Lead. Strategies are put in place according to the families need and signposted to the appropriate professionals in the school. <i>(Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance)</i></p>	<p>Clear roles identified within the attendance team. A joint approach so that all groups of children and key families are supported.</p> <p>Regular monitoring and weekly team meetings</p>	<p>PSA Attendance officer HT CTs</p>

Allocation of Pupil Premium Funding for 2020-2021

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs.

Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

As a school set within the context of a deprivation indicator that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. We have a very clear vision that funding is used to provide a wide range of experiences as we remember that "limited experience" is not the same as "low ability". As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non- disadvantaged peers.

At Thistle Hill Academy we are committed to providing good Teaching and Learning. Phase Leaders provide a strong level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We "bring learning to life" through a broad and balanced curriculum to build cultural capital. Our teachers are accountable for pupils' attainment, progress and outcomes. (*Teacher Standards*). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills.

We have an embedded and robust monitoring system based on a **cycle of termly tracking** to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. **The cycle** begins with on-going **teacher assessment** built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the **moderation** of work within teams, for example, all year 3 teachers, with a **trained facilitator**. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately leveling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the **tracking system**, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a **focus on FSM** pupils. Short term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the **Termly Strategy Report** which is then discussed at a termly SLT Strategy meeting, chaired by the CEO. The meeting aims to identify strengths and areas for development. This may encompass short term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the **School's Development Plan**.

Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead, Attendance Officer and Nurture team work closely together to support vulnerable families.

Please note that in the light of the disruption to children's learning as a result of COVID19, the Pupil Premium Strategy Statement is closely aligned to the COVID Catch-Up Premium Statement.

STRATEGIES

Targeted Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

Desired outcome	Chosen action/approach (Evidence /rationale)	How will you ensure it is implemented?	Staff lead
Pupils with speech and language difficulties are identified in T1 of Reception. Speech and Language Link assessment and observations by staff to inform Baseline at end T1. Early Language Intervention in place to help children catch up.	(EEF -Oral language interventions have very low cost and have moderate impact) The Reception NELI programme is the Nuffield Early language intervention which involves scripted individual and small group language activities to be delivered. The EEF found that the programme boosted the language skills of 4 and 5-year olds by an additional 3 months.	Reception TAs are trained and skilled in delivering the programme	Reception teachers
That targeted children make accelerated progress so that they can access age appropriate texts.	(EEF – Switch-on Reading intervention moderate cost and high impact) 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.	Skilled Switch - On TAs who receive ongoing training and development. This intervention is on provision maps.	CT SENCO
Targeted children can use strategies that enable them to comprehend the meaning of what they read,	(EEF – Reading Comprehension strategies have high impact and very low cost) The inference group intervention is twice a week over a period of 10 weeks. The TAs are skilled and receive ongoing training and development. It enables children with good decoding skills to then access age appropriate texts.	Skilled TAs	CT SENCO

Item	Details	Cost	Impact
Switch on	Skilled reading intervention TAs accelerate children’s progress to age appropriate A KS1 and Year 3 intervention	£77433	See COVID catch up statement and Switch On Case Study
Speech and Language Link (EYFS)	Skilled EYFS TA to deliver Speech and language intervention as well. Speech and Language therapist 3x weekly to accelerate progress in this Prime Area to diminish the gap on entry	£584	92% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 37% of children had age appropriate skills in communication and language and at the end of the year this had increased to 74%.

NELI language intervention	A ten-week programme delivered by Trained Tas.	Free	This was not implemented as a result of school closures and disruption to learning.
1 st Class@Number intervention.	To develop targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be provided by the Sandwell Numeracy Test and data will be tracked throughout the 10-week programme	COVID catch up funding	The training was completed by the Maths lead and the selected Tas to deliver the interventions in year 1 and 2. See the case study of the impact of this intervention.
Bug Club and Times Table Rock stars	To use digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home	£3052	During remote learning and in school , Bug Club and TTRS were a focus for learning and practising essential skills. Pupil Premium pupils , who did not have access to digital technology, were provided with iPads by the Trust. Pupils who were not accessing home learning were invited into school during the lockdowns.
Total		£81069	

STRATEGIES

Training and leadership

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Bespoke training is delivered, by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.

Item	Details	Cost	Impact
Occupational Therapist	To provide training and advice for staff to improve provision for individuals and all pupils.	£1472	This support was limited due to COVID 19.
Whole School Nurture Training and Mental Health DFE training module	Further details on the COVID catch up statement.		The SENCO has completed the First Aid mental health lead training and Teaching Assistants have completed the First Aid mental health training. Further details on the COVID catch up statement
Reading TLRs	To monitor impact of reading interventions. To monitor reading passports for reading mileage	£8616	Phase leaders in early years and KS1 have carried out formative assessments on children's return to school, after school closures, and have ensured that children's books are closely matched to their phonics ability. They have also carried this out in Year 3 and 4 where children are on decodable books.
Total		£10088	

STRATEGIES

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor, Attendance Officer and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

Item	Details	Cost	Impact
Parent Support Advisor	PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication.	£12360	<p>The PSA and the well-being team have supported families during the numerous lockdowns .</p> <p>The PSA has worked closely with the Trust safeguarding lead, the Nurture lead and the Trust safeguarding lead to reassure parents during COVID restrictions so that they feel confident about sending their children to school. From the return to school in March until the end of the summer term, whole school attendance was 94% and PP attendance was</p> <p>The PSA supported families who were affected by the lockdowns through providing food vouchers, food hampers, white goods and supporting with housing/early help referrals. The PSA and Trust safeguarding lead were creative when signposting to support families mental health issues during these challenging times.</p>
Educational Psychologist	To provide advice and training to help staff to develop skills to support children with specific needs and enhance all children's learning.	£2220	This support was limited due to COVID19
Nurture Teaching assistants	Trained staff to deliver full time nurture and nurture interventions to remover SEMH barriers.	£38100	Nurture had a massive impact during COVID with the full-time children all present during the lockdowns and supported in school. On return to school, in March, focus children who had been affected by lockdown were able to access this provision and SEMH barriers were removed ready for their integration back into class in September.

Attendance Officer	Monitoring and tracking of attendance on a daily basis. Working with PSA to improve attendance of Persistent absentees.	£17544	Attendance has been severely disrupted by COVID 19. The whole school attendance for the school year was 91.6% and 88.1% for children in receipt of Pupil Premium funding .
Pupil Premium Case studies	Ring fenced money for 12 children PP children in the school. A holistic approach with a team around the child.	£2400	These were disrupted by COVID19 and not fully implemented
Total		£72624	

STRATEGIES

Enrichment

We understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other ‘wow’ moments which will act as stimuli to the children’s learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter.

Item	Details		Impact
School trips subs	As part of the Creative Curriculum teachers plan visitors, experiences, local trips and trips further afield to bring learning to life.	£1000	These were not arranged because of COVID 19 restrictions
Swimming subs	Swimming is subsidised	£800	This was not arranged because of COVID 19 restrictions
Pantomime	A Trust Pledge	£900	This was not arranged because of COVID 19 restrictions
Reading for pleasure through reading passports and book marks	To increase reading mileage in school so that a Pupil Premium child is not disadvantaged by lack of support from home	£4000	This was limited because of COVID19 restrictions
Total		£5800	

