

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thistle Hill Academy
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	37%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Handebeaux (Acting HT)
Pupil premium lead	Annette Bevan (EHT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,892
Recovery premium funding allocation this academic year	£18,136
School led tuition	£14,220
Total budget for this academic year	£199,248

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

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. 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.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	Increased number of pupils with complex needs - 50% of pupils in receipt of pupil premium funding also are pupils with SEND
3	The prime area of Communication and Language is low on entry to Reception
4	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.
5	93% of families on the safeguarding log are in receipt of pupil premium funding
6	Removing barriers that cause low attendance and lack of engagement with school. High SEMH needs identified among our disadvantaged families.

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 % of persistent absentees	In line with the 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	Evaluation T6
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language link £584</p> <p>Speech and Language therapist £3,900 (12 days)</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. (EFF Early Literacy approaches- moderate impact)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact)</p>	1,2 & 3	<p>All assessments have taken place.</p> <p>Interventions are happening routinely, and are having a positive impact.</p> <p>38 children (86%) at age expected for speaking</p> <p>GLD was 72%</p>

<p>Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £2,500</p> <p>Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme £3,000</p>	<p>(EFF Phonics moderate impact for very low cost) DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p>	<p>1 & 2</p>	<p>Little Wandle Letters and Sounds Programme has been purchased and further decodable texts.</p> <p>Teachers are administering the programme with fidelity, and this is having a positive impact on children's progress in phonics and reading in EYFS and KS1.</p> <p>Heatmaps show that the programme has had a positive impact</p> <p>86% EYFS on track to begin phase 5 in year 1</p>
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p>(EFF Communication and language approaches-high impact)</p>	<p>3</p>	<p>Training has been given.</p> <p>Vocabulary has been part of the focus of 9-3 feedback.</p> <p>Freya model has been encouraged to be used as part of the wider curriculum.</p> <p>Teachers are implementing this and continue to encourage children to use the vocabulary in their discussion/explanations.</p>
<p>External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years £3,000</p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups.</p> <p>(EFF Mastery learning Moderate impact for low cost)</p>	<p>1</p>	<p>Have had Karen Wildling training which is ongoing.</p> <p>The first course focus on subitising has had a positive impact on children's progress.</p>
<p>iPads purchased so that available for remote learning for</p>	<p>(EFF toolkit Digital technology)</p>	<p>All</p>	<p>iPads have been purchased for everyone, and ongoing focus</p>

<p>those pupils who do not have digital technology at home.</p> <p>Digital technology enhances the teaching and learning in all year groups</p> <p>£15,000</p>	<p>Moderate impact for moderate cost)</p>		<p>across the trust in how to use the iPads to enhance teaching in learning is having a positive impact.</p>
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.</p> <p>Hub Recovery Teacher to support assessment and addressing gaps.</p>	<p>Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support.</p> <p>(EFF Feedback High impact for low cost)</p>	All	<p>Formative assessment is used routinely in all subject, through the use of quizzes and benchmarking etc. to ensure that there is no missed learning.</p> <p>Benchmarking is embedded into the wider curriculum and showing improvements in recall.</p> <p>Do now tasks are a part of the all-wider curriculum lessons</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
<p>Switch- on reading intervention. All class teaching assistants released for 1 hour daily to</p>	<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</p>	1 & 2	<p>TAs are up-to-date with Switch On training, and children are</p>

implement targeted reading intervention. £46500 (at least 1.5 hours per day on interventions)	reading achievement gap for vulnerable children working below age expected. (EEF – Switch-on Reading intervention moderate cost and high impact)		identified and put on training if it is beneficial. Switch on has had a positive impact on children's reading progress
First class @ Number maths intervention for EYFS and KS1. All teaching assistants released 3 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources) £46500 (at least 1.5 hours per day on interventions)	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	This has started in EYFS and KS1 T3
Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.	Small group tuition (EFF moderate impact for moderate cost) One to one tuition (EFF moderate impact for high cost)	1 & 3	This is implemented as part of the provision map in class support.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
Nurture support for children in class and in nurture facility to support children not accessing full-time education. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.	(EFF Social and emotional learning Moderate impact for moderate cost)	1, 4, 5 & 6	Children identified termly for morning nurture, and reviewed frequently. Nurture TAs support in-class in the afternoons.

<p>Nurture Teaching Assistants £ 36 636</p>			<p>All nurture children have increased their time in class. Nurture provision open to more social skills groups in the afternoons</p>
<p>The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis. Parent support Advisor £12 420 Hub Safeguarding Lead £18.840</p>	<p>With COVID 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 involvement and referrals to outside agencies</p>	<p>5 & 6</p>	<p>PSA and HSL are working closely alongside DHT to ensure children are attending school on a regular basis.</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £10,000</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i> <i>(EFF Metacognition and self-regulation High impact for low cost)</i></p>	<p>All</p>	<p>Flexible seating and outdoor resources have been purchased and put into place in phase 1. Currently, the environments are being revised again. Flexible seating in action from year 1 -4</p>
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children's knowledge of their locality of Kent. Digital Technology is used to widen children's horizons and opportunity.</p>	<p><i>(EFF toolkit Digital technology Moderate impact for moderate cost)</i> <i>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</i> <i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></p>		<p>A yearly trip planner is in place ensuring children get opportunities for trips and experiences throughout the year, and these are taking place. Digital technology</p>

			<p>has been a focus.</p> <p>Digital technology is more embedded and the children have a greater level of independence</p>
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	5	<p>PA remains higher than LA</p>

Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Switch on	See COVID catch up statement and Switch On Case Study
Speech and Language Link (EYFS)	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%.
Whole School Nurture Training and Mental Health DFE training module	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	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.
Parent Support Advisor	The PSA and the well-being team have supported families during the numerous lockdowns. 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. 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 family's mental health issues during these challenging times.
Nurture Teaching assistants	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.

Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on reading and writing, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Intervention Teacher in Year 5	Reading Term 1	17 16
	Term 2 and 3 Year 5 Pandas 08:30-9:00- Focus Inference training group- 3 children (Mon/Tues/Wed) 08:30-9:00- Focus 1:1 Reading with 3 children (Thurs/Fri)	Pandas- 4 Pandas-3
	09.00.09.30- Focus Group during Reading Lesson- 8 children (Mon-Fri) Year 5 Koalas 08:30-9:00- Focus Inference training group- 3 children (Mon/Tues/Wed) 08:30-9:00- Focus 1:1 Reading with 3 children (Thurs/Fri)	Pandas-6 Koalas- 2 Koalas-3
	Writing Year 5 Pandas 09.30-10.20- Focus writing group during writing lesson- 8 children (Mon-Fri)	Pandas- 7
	Writing Year 5 Koalas 11:00-12.00- Focus writing group during writing lesson- 8 children (Mon-Fri)	Koalas- 8
	T4 Reading 8:30-9:00- Focus Inference training group	Koalas –2 Pandas-5

	<p>Reading</p> <p>Pandas</p> <p>9:00-9:30- Focus reading groups (class) (Mon to Fri)</p>	Pandas-6
	<p>Writing</p> <p>Pandas</p> <p>9:30-10:30- Focus writing group during writing lesson (Mon-Fri)</p>	Pandas-7
	<p>Writing</p> <p>Koalas</p> <p>11:00-12:00- Focus writing group during writing lesson (Mon-Fri)</p>	Koalas-7
T6	<p>Writing</p> <p>9-10 Self editing anf grammar focus</p>	Koalas - 7
	<p>Reading</p> <p>10-11.30 Inference skills</p>	<p>Panda – 6</p> <p>Koala - 7</p>
	<p>11.30-12</p> <p>1:1 reading</p>	Koala 7
	<p>Writing</p> <p>1-1.20 self-editing</p>	Otters - 3

	Reading 1.20-2 Inference	Otters-8
	Writing 2.00-3.15 Sentence construction and grammar focus	Rabbit – 6 Otters 6