

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

This statement details our school's use of pupil premium 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	354
Proportion (%) of pupil premium eligible pupils	41.4%
Academic year	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Handebeaux (HT)
Pupil premium lead	Lesley Conway (DHT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,970
School led tuition	£12,960
Total budget for this academic year	£184,930

Part A: Pupil premium and School Led Funding

Statement of intent

As a school set within the context of a deprivation indicator, (IMD 8), there is the 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 aim to:

- Underpin our practice by providing Quality First Teaching which prioritises high expectations and inclusive teaching.
- 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	Removing barriers that cause low attendance and lack of engagement with school.
2	Increased number of pupils with complex needs – 50% of pupils in receipt of Pupil Premium funding are pupils with SEND
3	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities.
4	The prime area of Communication and Language is low on entry to Reception.
5	High mid-year admissions provide additional SEND and Safeguarding challenge.
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</p> <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</p> <p>Speech and Language therapist (12 days)</p> <p>HLTA focused on Speech and Language</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</p>	1,2 & 3	

	(EFF Early years Intervention – moderate impact)		
<p>Reading</p> <p>Embed Little Wandle Letter and Sounds Phonics (programme) purchased and all staff fully trained</p> <p>Resources for home for PP children Y2</p> <p>Order extra sets of all phase books</p> <p>SEND resources for Little Wandle</p> <p>Rapid Catch Up resources</p> <p>Reading for pleasure</p> <p>Pie Corbett reading spine for each year group</p>	<p>(EFF Phonics moderate impact for very low cost)</p> <p>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p>	1 & 2	
<p>Embed the 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>(EEF Communication and language approaches- high impact)</p>	<p>Embed the structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	
<p>Implement Power Maths from Reception to Year 6</p> <p>External training to support implementation</p>		<p>Implement Power Maths from Reception to Year 6</p> <p>External training to support implementation</p>	

iPads and Digital technology enhances the teaching and learning in all year groups	<i>(EEF toolkit Digital technology Moderate impact for moderate cost)</i>	iPads and Digital technology enhances the teaching and learning in all year groups	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation T6
Switch-on reading intervention in Year 2 and Year 3.	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. <i>(EEF – Switch-on Reading intervention moderate cost and high impact)</i>	1 & 2	
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 is tracked throughout the 10-week programme	1 & 2	
Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.	Small group tuition <i>(EFF moderate impact for moderate cost)</i> One to one tuition	1 & 3	

	(EFF moderate impact for high cost)		
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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	
The PSA and Safeguarding Lead remove barriers that affect the hardest to reach parents and their ability to get their children to school on a regular basis.	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 involvement and referrals to outside agencies	5 & 6	
Snack boxes provided to ensure children are ready for learning			
Enabling environments to improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches continue to focus on social and emotion learning, removing barriers and self-regulation.	(Collaborative learning EFF toolkit Moderate impact for low cost) (EFF Metacognition and self-regulation High impact for low cost)	All	
Cultural Capital experiences are	(EFF toolkit Digital technology)		

<p>embedded in the wider curriculum through a carefully planned LTP.</p> <p>Subsidise PP families for trips</p>	<p><i>Moderate impact for moderate cost)</i></p> <p><i>EFF – outdoor adventure learning shows positive benefits to academic learning and self-confidence.</i></p> <p><i>Ofsted Research (2019) places emphasis on developing cultural capital, particularly for disadvantaged pupils to level the playing field.</i></p>		
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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 2021 to 2022 academic year.

Switch on	See switch on Case study and Covid catch up statement
Speech and Language Link (EYFS)	In Reception, 57.1% of Pupil Premium children were assessed below in Communication and Language skills in the October baseline (on entry assessment). 93.3% of Pupil Premium children were assessed with age-appropriate Communication and Language skills at the end of Term 6..
Whole School Nurture Training and Mental Health DFE training module	Started the National Nurturing schools project. A whole school Nurture approach has brought the 6 Nurture principles in the classrooms with the wellbeing of the children at the heart of the school. The Nurture assistant has been trained in Restorative Justice and Lego Therapy.
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	8 children in KS1 accessed full time nurture and all of them were PP. All of these children were developed from part time to full time through the nurture provision. Well-being interventions were accessed by numerous children across all classes of the school, who all made significant progress in anxiety and worries.

	<p>Nurture TA is highly skilled in whole school Boxalls and is able to support teachers and the SENCO in tracking progress of social and emotional development of nurture children as well as providing strategies in class</p>
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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 English and Maths, 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	<p>Reading</p> <p>Term 1</p> <p>Term 2 and 3</p> <p>Year 5 Pandas</p> <p>08:30-9:00- Focus Inference training group- 3 children (Mon/Tues/Wed)</p> <p>08:30-9:00- Focus 1:1 Reading with 3 children (Thurs/Fri)</p> <p>09.00.09.30- Focus Group during Reading Lesson- 8 children (Mon-Fri)</p> <p>Year 5 Koalas</p> <p>08:30-9:00- Focus Inference training group- 3 children (Mon/Tues/Wed)</p> <p>08:30-9:00- Focus 1:1 Reading with 3 children (Thurs/Fri)</p>	<p>17</p> <p>16</p> <p>Pandas- 4</p> <p>Pandas-3</p> <p>Pandas-6</p> <p>Koalas- 2</p> <p>Koalas-3</p>
	<p>Writing</p> <p>Year 5 Pandas</p> <p>09.30-10.20- Focus writing group during writing lesson- 8 children (Mon-Fri)</p>	<p>Pandas- 7</p>
	<p>Writing</p> <p>Year 5 Koalas</p> <p>11:00-12.00- Focus writing group during writing lesson- 8 children (Mon-Fri)</p>	<p>Koalas- 8</p>
	<p>T4</p> <p>Reading</p> <p>8:30-9:00- Focus Inference training group</p>	<p>Koalas –2</p> <p>Pandas-5</p>

	<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