

Thorpepark Academy Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thorpepark academy
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	57.2%
Academic years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Knight
Pupil premium lead	Caroline Knight
Governor / Trustee lead	Chris Fenwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£406,190
Recovery premium funding allocation this academic year	£43,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£449,690

Part A: Pupil premium strategy plan

Statement of intent

At Thorpepark academy we have high expectations for all pupils in our school. We believe that with quality first teaching, effective engagement with parents, targeted intervention and support so that every child can fulfil their individual potential. This is just not academically, but socially as well.

We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be attaining lower than other pupils in their cohort and this can impact on their long term goals.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID-19 has meant that the achievement gap has widened between PP pupils and others. Some PP pupils have knowledge gaps and find it difficult to retain/recall prior knowledge and therefore are working below age related expectations.
2	On entry, pupils display a lack of vocabulary and low level speaking and listening skills. This then can impact on how well pupils attain.
3	Pupils have limited life experiences beyond their home and immediate community.
4	Low attendance, persistent absences or lateness impacts on academic and social emotional well-being of pupils
5	Social, emotional and mental health needs and pupils lived experiences at home can impact on pupils' readiness to learn, self-esteem and motivation to achieve well.

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
Narrow the gap by the end of KS2 in reading, writing and maths attainment between disadvantaged and non-disadvantage pupils. Pupils leave at or above age-related expectations.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Narrow the gap by the end of KS1 in reading, writing and maths attainment between disadvantage and non-disadvantage pupils.	Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS1 non- disadvantaged pupils, particularly at higher standard. Standards are inline or above National expectations.
Disadvantage pupils in reception are year 1 ready and leave reception with a good level of development (GLD).	% of disadvantage pupils achieving GLD at end of reception is inline or better than other pupils.
Phonics is taught well and pupils make good or better progress. Disadvantage pupils can apply their phonic knowledge when reading and writing.	Increase the percentage of disadvantaged pupils passing the Phonic Screening Check in Year 2 (Dec 2021) and Phonic screening Check Year 1 (June 2022).
Attendance for disadvantage pupils is good or better. Families are supported well and work with the school to ensure pupils are on time and attend school regularly.	Increase the attendance for disadvantage pupils by 96%+. Reduce persistent absences.
Provide a holistic approach to mental health and wellbeing spanning universal specific and targeted intervention to support specific disadvantaged pupils to support emotional wellbeing and mental health.	Pupil's voice show an improvement in their own emotional wellbeing and mental health and how this supports them to achieve well, socially and academically.
Provide increased enrichment opportunities to improve engagement in school through the Thorpepark 50.	100% of disadvantaged pupils take part in enrichment opportunities during the school year. Pupil voice shows engagement of pupils and enjoyment of experiences.

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: £206,591.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller class sizes for reception, year 1, 2 and 3 (classes approx. 20)</i>	Research through EEF +2 month Ensuring an effective teacher is in front of every class is supported to keep on improving. This is the key ingredient to a successful school and should rightly be top priority for any pupil premium spend (Sutton Trust Report, 2011)	1, 2, 5 £152,574
Identify and provide quality staff CPD for all teaching and support staff	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021).	1,2,5 ASA = £13,845 Teachers = £29,706
Coaching for subject leaders	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus is that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes (EEF 2021).	1,2,5 Coach = £4,500 SMT time = £5966.08

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

Budgeted cost: £170,133.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition (max 5 pupils)</i> ASA/SASA to deliver targeted support for small group including reading, writing and maths.</p>	<p>1:1 tuition of short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result 1, 2, 3, 4 6 in optimum impact (+5 gain EEF). (EEF Teaching and Learning Toolkit: one to one tuition 2018)</p>	<p>1,2,5 £14989.10</p>
<p><i>Small class for year 6 SEND/LA pupils</i> <i>Targeted support for reading, writing and maths by an experienced teacher</i></p>	<p>Research through EEF +2 month Pupils taught in small classes of 20 or less.</p>	<p>1,2,5 £51,970</p>
<p>Use of Lexia intervention for Reading to close specific gaps for identified pupils</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).</p>	<p>1,2 Lexia = £4,620 ASAs = £15,059.40</p>
<p>Use TT Rockstars to provide method of practising recall of times table</p>	<p>Dedicate time to focus on mathematics each day. Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games (EEF, 2020). Ensure that pupils develop fluent recall of facts (EEF, 2020). (Shine Trust) students 38% faster.</p>	<p>1 Cost of Rockstars = £201.48 ASA = £15,059.40</p>
<p>Purchase electronic bug club books and logins for all pupils to access in school and at home.</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on</p>	<p>1,2, 3 £1,000 ASAs = £17,804.10</p>

TAs to lead daily keep-up Phonics interventions	average than other approaches to early reading (EEF 2018). Pearson bug club efficiency report stated that pupils using after 5 terms made +11 months progress. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - One-to-one tuition = +5 months - Small group tuition = +4 months	
NTP Academic mentors x 2 (1:1 and small group support up to 3 pupils) for reading/writing and maths	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - One-to-one tuition = +5 months - Small group tuition = +4 Months	1,2,3 5% - £950 School Led Tutoring contribution (25%) £10,530
Reading champion and KS1 ASA (Achievement Support Assistants) to ensure all disadvantage pupils in Year 1 and 2 (bottom 20%) read daily, high focus on phonics	Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of Phonics is more effective on average than other approaches to early reading (EEF 2018).	1,2 £1,757.50 Apprentices = £19,817 ASA = £11,867.40
NELI (Nuffield Early Language Intervention). Project DFE funded, however a member of staff identified to lead intervention daily with individuals and small group.	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1,2,3 = 4,508.50

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

Budgeted cost: £107,060.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club for all pupils, including learning club	Evidence from Education Endowment Foundation – The Institute for Fiscal Studies + 2 months	1,3,4,5, £9,920 + Resources £1,000

<i>Bedtime reading. Parent/ carers can loan books to read to their child at home. Exposure to print and vocabulary.</i>	A significant barrier for pupil premium students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. The word rich get richer and the word poor get poorer (Alex Quigley, Closing the Vocabulary Gap, 2018)	1,2,3 1 x ASA x 1 hour p/w = £501.98 Books and Bag - £4,000
<i>1 to 1 ELSA (Emotional literacy support assistant) to work with individual pupils for well-being and emotional support 3 members of staff trained to plan and deliver interventions</i>	ELSA states that 82% increase in rate for self-esteem and confidence. 71% increase in relationships. Small based study.	1,3,4,5 £32,913.65 + Training = £1,790
<i>Attendance team. 1st day of absence daily phone call and home visit. Attendance trigger points monitored, letters sent and parent/carers meetings arranged.</i>	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2. Additional member of admin staff to support with Attendance pupils that missed 15-20 percent of all sessions (EEF, 2015).	1,3,4,5 £29,935
Reward attendance through certificates and class rewards.	Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2. Pupils with no absence are 1.6 times more likely to achieve level 4 (Age related expectations) at the end of KS2. Additional member of admin staff to support with Attendance pupils that missed 15-20 percent of all sessions (EEF, 2015).	1,4 £5,000
Educational visits, experiences and visitors to enrich and enhance the curriculum 'Thorpepark 50'	Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.	1,3,4 £22,000

Total budgeted cost: £483,785.59

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupils came back to school in September 2020 following the Covid-19 school closures. During 2020-2021, there were numerous bubble closures of different classes and another national school closure to all, but key worker children and vulnerable pupils. This impacted on the attainment and progress of disadvantaged pupils, and impacted on the social, emotional and mental health of pupils across the school. Enrichment activities, trips and visitors were unable to take place due to restrictions in place due to Covid-19.

51.2% of school roll pupil premium pupils.

Attendance for pupil premium pupils between September 2020 and July 2021 was 95.7%.

% of pupil premium Reception pupils achieved GLD following teacher assessment 74%

Year 1 Phonic Screening check pupil premium: 78% passed

Year 2 Phonic Screening check pupil premium Dec 2020: 71% passed and Resits in Year 2 Phonic screening check in Summer 2021: 84% passed

Year 6 pupil premium:
Reading 67% EXS+ and 21% GDS;
Writing 62% EXS+ and 5% GDS;
Maths 51% EXS+ and 8% GDS;
RWM 38% EXS+ and 3% GDS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A