

Thornden School: Pupil premium strategy statement 2023 – 2024

The priority for the school is the deliver high quality teaching and impacts on all students but, disproportionately impacts on our students in receipt of PPG (as well as students with SEND and those that fall into both categories).

With such a low proportion of students in receipt of PPG we want to direct this funding to ensure that we provide bespoke help, guidance and intervention to overcome their own specific barriers to learning – including barriers to good attendance – to ensure that their progress is inline with their peers or better.

School overview

Detail	Data
Number of pupils in school	1466
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	31/ 12/ 23
Date on which it will be reviewed	December 2024
Statement authorised by	Caroline Lowing
Pupil premium lead	Adam Thomas
Governor / Trustee lead	Graham Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78660
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£23184
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget	£101844

Part A: Pupil premium strategy plan

Statement of intent

With only 4% of our school community who are in receipt of PPG this allows us the opportunity for a truly bespoke programme that addresses the needs to students individually – to overcome their unique barriers to making progress.

Challenges

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

Challenge number	Detail of challenge
1	Whilst teaching across the school is effective, we do not as yet have consistency in terms of the quality of teaching or shared evidence-based strategies that will have a disproportionately positive impact on students in receipt of the PPG.
2	Some of our disadvantaged students (92.3%) and 22.9% PA) have lower attendance than their peers (95.7% and 10.5% PA) National average currently sits at 87% and 38.5% so we are above that however there is a need to reduce the gap between our PP and Non-PP students. Gap = 3.4% and 12.4%
3	Some of our disadvantaged students struggle with positive learning behaviours – this means that they are disproportionately less likely to make progress
4	As a result of this our disadvantage students are disproportionately more likely to have sanctions that further impact on learning time
5	Our LAC and PLAC students face individual challenges around attachment issues, trauma and ongoing crises that will impact on their learning

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
Improved outcomes for students	KS4 – GCSE outcomes and progress data KS3 – In-year progress data
Improved attendance	The gap between the attendance of those in receipt of PPG and their peers is reduced by 1%
Decreased persistent absence	PA for these students reduced to under 20%

Decrease in behaviour points/ sanctions	Reduction in repeat offenders due to Cross School Alternative to Suspension with local secondary school Restorative Behaviour Day approach
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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: £65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional Development to support the implementation of evidence-based approaches regarding high quality teaching and learning</i>	EEF Teaching and Learning Toolkit EEF Effective Professional Development guidance report EEF Cognitive Science in the Classroom	1, 3
<i>Whole school CPD on LAC/ PLAC students – attachment issues, need to prioritise these students alongside our teaching and learning strategies (as above)</i>	EEF Teaching and Learning Toolkit EEF Effective Professional Development guidance report EEF Cognitive Science in the Classroom EEF Toolkit strands on social and emotional learning	1, 3, 5
<i>CPD for designated teachers for LAC/ PLAC to be able to monitor progress and access support from wider networks</i>	EEF Effective Professional Development guidance report	5

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one support of all students in receipt of PPG with specific focus and intervention (e.g. tutoring) with those who are currently underachieving</i>	EEF Making a Difference with Effective tutoring	1, 2

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>As above, mentoring to focus on wellbeing/ attendance and learning behaviours</i>	EEF Toolkit strands on social and emotional learning	1, 2, 3, 4, 5

Total budgeted cost: £ 102000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During last academic year there was a high amount of turmoil within the school with significant turnover of senior staff. The Pupil Premium action plan was not fully realised because of this so overall assessment of impact is difficult to deduce.

However, we know that our students in receipt of PPG achieved a P8 of +0.18. Against the national average this is positive but there was a gap between their achievement and that of their peers (of 0.32). Attendance continued to be a factor with a gap between students in receipt of PPG and those who are not.

It is clear that our disadvantaged students who were looked after or previously looked after faced a great deal of challenge and this impacted on their overall attainment. This group must be our absolute priority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	