

## Pupil Premium Strategy Statement 2021/22

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	Thorntree Academy
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	79%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022 & July 2022
Statement authorised by	Wendy Nelson
Pupil Premium Lead	Nerys Thornton
Governor Lead	Cat Barnett
Trustee Lead	Margaret Bousfield

### Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£237,340.00
Recovery Premium Funding allocation this academic year	£24,940.00
Pupil Premium Funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£262,280</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

It is our intention that all children at Thorntree Academy, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all core subjects. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal, including progress for those who have the potential to be higher attainers.

At Thorntree Academy we consider the challenges faced by our most vulnerable children, such as those who have a social worker. The strategies outlined in our statement will also endeavor to support their needs, regardless of whether or not they are registered for, or are eligible for, free school meals.

We have adopted a tiered approach, in line with the Education Endowment Foundation guidelines, to define our priorities and ensure balance. We believe through focusing on a small number of priorities which can be effectively implemented we can make the biggest difference. This approach comprises of teaching, targeted academic support and wider strategies.

High-quality teaching is at the centre of our approach, focusing on areas in which disadvantaged children require the most support. The aim is that we will sustain and improve the attainment of non-disadvantaged children whilst accelerating the progress of disadvantaged children. The strategy is also an integral aspect of wider school plans for education recovery through the targeted support of tutoring.

## Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills on entry to school are significantly lower than would be regarded as typical for many children of a similar age.
2	In the EYFS specific skills of reading, writing and mathematics are low in comparison to other areas of learning for children eligible for pupil premium funding.
3	Some children eligible for pupil premium funding in Key Stages 1 & 2 are not making sufficient progress in reading.
4	Some children eligible for pupil premium funding in Key Stages 1 & 2 are underperforming in specific areas of English i.e. spelling, punctuation and grammar, which in turn impacts on writing.
5	Some children eligible for pupil premium funding in Key Stages 1 & 2 are not making sufficient progress in mathematics.
6	Too few children eligible for pupil premium funding in Key Stages 1 & 2 are achieving the higher standard in reading, writing and/or mathematics.
7	Managing feelings and behaviours on entry to school are significantly lower than would be regarded as typical for many children of a similar age.
8	Social and emotional issues impact on academic resilience.
9	Families of the most vulnerable children can be difficult to engage.
10	Attendance remains stubbornly low, appropriate, swift and effective action needs to be taken to address this.
11	Lack of opportunities which widen children's experiences

## 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
Accelerate progress in Reading	Close the attainment gap between disadvantaged children and their peers.
Accelerate progress in Writing	Close the attainment gap between disadvantaged children and their peers.
Accelerate progress in Mathematics	Close the attainment gap between disadvantaged children and their peers.
Improve phonic acquisition and decoding	Close the gap between disadvantaged pupils and their children who pass the phonics check.
Improve rates of attendance	The gap between the overall attendance of disadvantaged children and that of non-disadvantaged children is closing.
Improve rates of parental engagement	A higher proportion of parents and carers attend school sessions designed to help them better support their children or understand the strategies used in school in support of their children.
To provide a tiered approach to Social, Emotional and Mental Health support (SEMH) in school	The comprehensive approach to SEMH ensures children are getting appropriate support to address their individual needs.
To improve children's cultural capital through the provision of extra-curricular activities and educational visits.	Children confidently share knowledge and understanding of their experiences gained through a variety of means.

## 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

Budgeted cost: £10,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
The peer support model, established 20/21, continues to effectively use coaching to improve the quality of teaching.	As documented by the EEF the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all children, particularly the most disadvantaged. Through the peer coaching model the quality of teaching will continue to improve as teachers embed the principles of planning, use effective instruction and are responsive to pupils needs.	1, 2, 3, 4, 5, 6
Embed Sounds-Write to provide a comprehensive approach to the teaching of reading, spelling and writing simultaneously. Ensure staff are trained to deliver sounds-Write effectively and this is monitored periodically.	Sounds-Write is validated by the DfE as a systematic synthetic phonic (SSP) programme. A complete SSP programme is one that provides: A complete systematic synthetic phonics (SSP) programme is one that provides: <ul style="list-style-type: none"> <li>• all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools</li> <li>• sufficient support for children in reception and key stage 1 to become fluent readers</li> <li>• a structured route for most children to meet or exceed the</li> </ul>	1, 2, 3, 4, 6

	<p>expected standard in the year one phonics screening check</p> <ul style="list-style-type: none"> <li>all national curriculum expectations for word reading through decoding by the end of key stage 1</li> </ul>	
<p>Improve attainment through effective delivery of PiXL strategies including flexible groupings, resulting in key marginal children making accelerated progress.</p>	<p>At its core PiXL utilises leadership approaches to improving life chances and outcomes for children. Through appointing a Raising Standards Leader, setting a Wildly Important Goal (WIG), conducting a pre-mortem and then charting progress towards the WIG, PiXL aim to help school leaders bring about sustainable change.</p>	3, 4, 5, 6
<p>Through the curriculum develop the whole school vocabulary strategy.</p>	<p>A 2018 report from OUP concluded almost half (49%) of Year 1 pupils in the average UK primary school have a limited vocabulary to the extent that it affects their learning. EEF KS2 Literacy Guidance (2021 v2) recommended children's language capabilities were developed. 'Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.'</p>	1, 2, 3, 6

## Targeted academic support

Budgeted cost: £165,099 +

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure children have a greater number of opportunities for small group tuition with teaching assistants / teachers where they will be able to focus on specific areas as</p>	<p>EEF Toolkit states:</p> <ul style="list-style-type: none"> <li>Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>Small group tuition is most likely to be effective if it is targeted at</li> </ul>	1, 2, 3, 4, 5, 6

<p>highlighted through diagnostic assessments. Staffing</p>	<p>pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <ul style="list-style-type: none"> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ul>	
<p>Personalise the learning of children working below age related expectations through the use of technology based resources.</p>	<p>The EEF Using Digital Technology to Improve Learning : Evidence Review published December 2019 concluded:</p> <p>Broadly speaking, technology can be beneficial for pupils but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching.....</p> <p>.....However, there are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning.</p> <p>“The study found that students who engaged in Reading Plus showed significantly greater improvements in reading proficiency than did control students who received other types of targeted reading instruction... The results of this study qualify Reading Plus for the ESSA ‘Strong’ category.”</p> <p>Developing reading and comprehension strategies can improve progress by 6 months+ in an academic year. (EEF Toolkit)</p>	<p>1, 2, 3, 4, 6, 11</p>
<p>Focused, personalised tuition, through Third Space Learning, for those children who have</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF Toolkit)</p>	<p>5, 6</p>

been impacted by school closures due to the Coronavirus pandemic.		
Focused tuition for those children who have been impacted by school closures due to the Coronavirus pandemic.	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF Toolkit)	1, 2, 3, 4, 5
A rigorous approach to the delivery of outdoor education to raise levels of attainment for our most vulnerable children.	A trial published in the British Educational Research Journal in June 2017 concluded that the data from a controlled study was 'encouraging and allow the case to be made for the core curriculum to be conducted outdoors to improve children's learning.'	3, 4, 5, 7

## Wider strategies

Budgeted cost: £80,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the rates of attendance and punctuality and foster links with parents and carers through the deployment of a Parent Support Advisor and an Assistant Parent Support Advisor.	'PSA work is clearly and consistently able to make a difference in the lives and life chances of families experiencing difficulties. Where many parents would not otherwise engage with the school, or have not felt they could talk to staff at school, PSAs provide a listening ear and an effective source of support for parents and young people. PSAs are able to work effectively with the complexity and challenges of exclusion experienced by families in ways that can make a difference. To this extent PSAs provide an essential missing link between home and school.' (Percy-Smith UWE June 2011)	7, 8, 9, 10

<p>Parent/carer sessions to increase engagement and break down the barriers which prevent the carers of our most disadvantaged engaging with their children's education whilst equipping them with the skills to support their children. These will include but are not limited to phonics sessions, stay and play, Early Words Together.</p>	<p>EEF Guidance Report 'Working with parents to support children's learning' 2018 states: 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.'</p> <p>NLT Evaluation in 2020 of Early Words Together published the following key findings:</p> <ul style="list-style-type: none"> <li>• 78% of parents say they are more confident singing songs and sharing stories with their child after the programme</li> <li>• 67% of parents say they read and share stories with their child more than before</li> <li>• 78% of parents report that their child enjoys sharing books more than before</li> <li>• 78% of parents report that they are more aware of why it is important for them to talk to their child</li> <li>• 91% of practitioners encourage their parents to listen to their child following the programme (32% before)</li> </ul>	
<p>Provide a tiered approach to SEMH provision, which ensures each child receives support relevant to their individual needs.</p>	<p>EEF concludes that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. However, the studies focus primarily on academic outcomes, and consideration should be given to further benefits of social and emotional interventions. The ability to effectively manage emotions will impact on children and their ability to learn.</p> <p>Most schools prefer to use a combination of whole class SEL learning, and targeted support for</p>	<p>7, 8, 9, 10</p>

	<p>pupils with particular social and emotional needs.</p> <p>Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>To engage with the NE Wellbeing 'Curious Beast' project to meet the emotional health needs of the year 5 cohort which should in turn improve their learning behaviours and attainment.</p> <p>The project aims to help children become more self-aware and more confident in themselves and as a result become more successful learners.</p>	<p>A relatively new project it is proving to be effective in improving emotional wellbeing and academic resilience.</p> <p>The impact of Curious Beast project will be measured and school provided with specific outcome data.</p>	8, 10
<p>Ensure all children have access to extra-curricular activities and educational visits to improve their cultural capital.</p>	<p>At Thorntree Academy we strongly believe educational visits can be of substantial benefit to the education and development of the children in our care. For our many disadvantaged children they offer opportunities to broaden their horizons and enrich their experiences.</p>	11

**Total budgeted cost: £255,851**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

For evaluations undertaken 2020/21 refer to Pupil Premium Strategy 2020 – 2023 published on the school website.

### Further information

Other strategies that have been implemented in support of disadvantaged children:

- Purchase reward badges to support both learning and attendance achievements.
- 'Top of the Tree' awards to celebrate good behaviour. Monitor impact through 'Top of the Tree' data.
- Purchase of birthday books to promote reading in the family home and acknowledge children's birthdays in order to promote wellbeing.
- Purchase water bottles for all children to promote healthy lifestyles.
- Continue to support parents / carer with the purchase of PE kit to ensure all children are able to participate appropriately dressed for PE. Monitor through participation levels and letters sent to parents/carers.
- Support parents with purchase of school uniform, shoes, book bags and backpacks.