



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	Thomas Adams School
Number of pupils in school	1258
Proportion (%) of pupil premium eligible pupils	Total PP - 317 Total PP percentage – 25.1% 15% DA 7% services 3% PP+
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	20/21-23/24
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	Mark Cooper
Pupil premium lead	Helen Jones
Governor / Trustee lead	David Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,285
Recovery premium funding allocation this academic year	£0

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	£259,285

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- **What are your ultimate objectives for your disadvantaged pupils?**

Thomas Adams school's fundamental aim is to ensure ALL students (regardless of starting points) leave us as confident learners ready to make next steps in education, employment, or training. Through their time with us it is paramount that our disadvantaged pupils feel supported in their classrooms, with a focus on academic rigour, challenge, and achievement. Whilst outside of their classrooms they are supported by a strong pastoral support system so all students can maximise their full potential. It is also a school priority to ensure the successes of our students are celebrated.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

We firmly believe that Quality First Teaching will enhance the life chances of all our young people. The statistical evidence produced by the Educational Endowment Fund states that great teaching is the most important lever schools have, to improve pupil attainment. At Thomas Adams, our goal is to ensure every teacher is supported in delivering high-quality teaching in order to achieve positive outcomes for all pupils, particularly the most disadvantaged among them. To support this as a school, we ensure that we take a pro-active approach in identifying disadvantaged students and sharing all key information with the members of staff who work with them daily. This information allows key staff to identify the most common barriers and personalise intervention to meet the needs of individual students.

All approaches and strategies **implemented** by Thomas Adams are **supported by evidence** generated from the Educational Endowment Fund as well as ongoing, in-school, impact analysis that helps measures the impacts of these initiatives with our young people within our setting.

- **What are the key principles of your strategy plan?**

- Implement aspirational targets that challenge DA students in the same way they do Non DA

- Support and train staff in the delivery of quality first teaching through robust professional development
- Utilise funding to support inclusion, academic intervention and recovery support for students where appropriate and necessary.
- Use effective baseline testing and analysis of data to identify key obstacles and challenges early, providing time for interventions and support to have maximum impact

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance increased from 88.6% for the 20-21 academic year to 90.5% for 21-22, this is lower than Non-Disadvantaged students (92.7%) but is improving. This is still an area of challenge we need to address.
2	Through assessments of student's reading and spelling ages , a significant difference has been identified between non disadvantaged students and our overall PP cohort (more so when looking at other categories of disadvantage). On average, our Pupil Premium (PP) students are 1 year behind their non- PP peers in reading and spelling, with our LAC/PLAC students more than 18 Months behind their cohort.
3	With increased cost of living and more families on the borderline of DA, food, educational resources and spare income for enrichment are becoming more scarce, leading to less pupils engaging with school as a whole.
4	Internal tracking data indicates a consistent gap in academic performance in core subjects between DA and Non-DA students. For example, in Maths average KS3 tracking point grades are lower than Non-Pupil Premium Students by the end of KS3, with average early prediction still below in KS5. English language and literature display similar pattern, with end of Key stage 3 tracking points scores lower in Pupil Premium students, although the gap is reduced by the end of KS4, there is still a gap. The largest gap between PP and Non-PP students in English come in English Literature with a significant average grade difference in predictions compared to Non-PP students. This may have close links with reading comprehension, access to text and support from home.
5	An additional challenge we have faced this year is a significant increase in the numbers of Looked After Children (LAC), Post Looked After Children (PLAC) and those under Special Guardianship Orders (SGO) . For this cohort of young people, we have identified a series of

	common barriers to education that include access to equipment, resources and quiet spaces for work. Average Subject Progress Index Scores (SPI) and Average Point score predictions for LAC/PLAC students are significantly lower than the rest of the cohort. Attendance is also a significant issue for this cohort of students.
6	The school's rurality and limited public transport infrastructure often provide barriers to Disadvantaged students accessing extracurricular provision and reduces parental engagement in face-to-face consultations due to transport issues.
7	There is still a significant gap between the attainment and progress DA students make during their time at Thomas Adams. Progress data from 2022 shows -0.56 difference between Da and Non-DA students in progress and 3.75 grade difference in attainment. This is a real challenge.

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 8.	Reduce the difference between DA and National NDA, Sep'24 to 0.4 overall Evidence of reduction of the gap in TP analysis Review of core assessments and mock examinations to monitor Progress gap. Monitor target setting to ensure it is accurate and achievable.
Attainment 8.	Reduce the difference between DA and National NDA, Sep'24 to 2.5 overall Evidence of reduction of the gap in TP analysis Review of core assessments and mock examinations to monitor Attainment gap.
Percentage of Grade 5+ in English and maths.	Improve DA outcomes in Grade 5+ in English and Maths, Sep'24 to 25% pass in English and Maths Evidence data of a Reduction in the Gender Gap within DA Attainment, Closing of the Gap Further in KS4 results Review of KS3 tracking point evidence.
DA Attendance / Behaviour ,	DA attendance to be in line with national average. Reduction in DA behaviour

	<p>incidents/exclusions, Sep'24 towards 94% average attendance, behaviour points down to -12 average</p> <p>Attendance monitored and reviewed on a weekly basis.</p> <p>Ultimate measure- Thomas Adams DA Attendance with National Average Attendance.</p>
DA Destinations ,	<p>Reduce DA students becoming NEETs below National Average , Sep'24 to 100% known</p> <p>Review of destinations undertaken in transition from KS4-5</p> <p>Review of destinations undertaken in transition from KS5- further education/training/apprenticeships/employment.</p> <p>Uptake of careers provision.</p>

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: £22,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Classroom Intervention</i> English and Maths intervention mentors These mentors will implement and review the Catch Up Plan; Use initial tracking information to create and maintain a monitoring programme which measures and tracks key students' progress; Review progress data of designated year groups and identify those in need of further intervention and catch-up; develop remote learning support for parents and students.	Evidence of clear impact of peer and collaborative approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Questioning serves many purposes: it engages students in the learning process and provides opportunities for students to ask questions themselves. It challenges levels of thinking and informs whether students are ready to progress with their learning:	2,4,5,7

<p>SL CPD and buy-in contract from SL's.</p> <p>Awareness of wider strategies increased through CPD and literature around school.</p> <p>CPD sessions delivered to majority of staff (at least one per dept) through CPD4me offer</p> <p>Weekly CPD updates to staff and awareness emails</p> <p>25% rule around positives, intervention, reward and opportunities</p> <p>Book looks and class observations by aspirations lead to monitor use and impact of strategies.</p> <p>Dept meeting time allocated to PP</p>	<p>https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/</p>	
<p><i>Assessment and Feedback</i></p> <p>Classroom strategies on marking and feedback shared with teaching staff.</p> <p>Monitoring of Arbor by HOY and AL to provide detailed breakdown of data.</p> <p>Tracking system to track data and interventions to ensure improvement of outcomes.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback</p> <p>3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also</p>	<p>2,4,5,7</p>

	has positive effects (albeit slightly lower than the overall average).	
<p><i>Literacy development</i></p> <p>Literacy Co-Ordinator role: Review and update the Whole School Literacy Policy supported by a whole school literacy development plan and evaluate impact; Manage the school library, developing the environment and maintaining system for loaning books.</p> <p>Literacy CPD training for whole staff</p> <p>Departments to develop subject specific vocabulary and disciplinary literacy.</p> <p>Buddy reading in form time</p> <p>IDL</p> <p>Book gifting</p> <p>Breakfast with a book</p> <p>A level Learning mentors in English and Maths available to FSM pupils in KS4 initially.</p> <p>Fiction Express</p> <p>Online reading programme for Year 7 and 8 to encourage independent reading and enjoyment.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p> <p>Evidence of Oracy intervention</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u></p> <p>Impact of Peer Tutoring Approaches-Reading Buddies.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</u></p> <p>Significant impact is gained through reading and comprehension programmes</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u></p>	2,,4,5,7
<p><i>Curriculum Mapping / Offer</i></p> <p>Funding or part funding of extra curricular opportunities</p>	<p>Evidence of the range of Alternate provision available and the impacts it can have on confidence, reducing withdrawal and reducing incidences of behaviour & furthering on site learning.</p>	1,2,3,4,5,6, 7

<p>within subjects (classroom libraries, online subscriptions)</p> <p>Curriculum resources to support learning within the classroom and at home for KS4</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</p> <p>Impact of sequencing on metacognition and recall of knowledge: https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</p>	
<p>Staff CPD</p> <p>Internal CPD for staff and subject leaders on classroom strategies and attachment</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Evidence of Mechanism based PD having the most impact where elements are measured over time. This has been put in place across Twilight and individual CPD offers.</p>	1,2,3,4,5,6, 7
<p>Revision Programme</p> <ul style="list-style-type: none"> • Elevate Education Programme • Form Time Programme • Self Study Packs • Curriculum Offer • Home Learning Programme • Parental Support / Information Evenings 	<p>The use of Elevate underpins several of the key strategies undertaken, evidence of impact and effectiveness of the programmes can be seen below. https://uk.elevateducation.com/</p>	2,4,5,7

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

Budgeted cost: £14,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention ELSA</i>	Evidence of high impact for moderate costs of one-one or small group tutoring.	1,2,3,4

<p>Role of supporting students with emotional and behavioural difficulties, with a view to enabling them to effectively access the curriculum.</p> <p>Intervention Co-Ordinator - strategic overview of The Thomas Adams School Catch Up Plan aimed at supporting those students whose learning, progress and emotional wellbeing was affected as a result of lockdown. To ensure that these students are provided with support and resources to close gaps and thrive in school.</p>	<p>https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx#:~:text=Well%2Ddesigned%20assessment%20can%20encourage,insight%20into%20the%20assessment%20process.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p><i>Purchase of 'My Tutor' Sessions</i></p>	<p>Evidence of small group tuition and intervention having 4+ Months positive impact on those in receipt of it.</p> <p>Small group tuition EEE (educationendowmentfoundation.org.uk)</p>	1,2,3,4

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

Budgeted cost: £200,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance Officer	The evidence on which these strategies are based have come from Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) .	1

<p>Regular attendance reports shared with key stakeholders</p> <ul style="list-style-type: none"> • SIMS registered kept during lock-down to monitor remote engagement with action. • EWO intervention with Attendance Team • HOYs/Form Tutors “first day” absence calls. 	<p>The research is based on evidence of positive impact in reduced persistent attendance issues.</p>	
<p>Welfare LAC Co-Ordinator</p> <p>Meets regularly with LA students, tracks their attendance and forms a close working relationship with carers and LA representatives.</p> <p>Pastoral manager/ family liaison</p> <p>To have pastoral and behavioural oversight of all students within the Year and will support the work of the Form Tutor and Subject Leader. Students within the Year who present problems in respect of their attendance, punctuality, behaviour, appearance, general conduct and manners or poor attainment.</p> <p>Engagement lead Behaviour and attendance</p> <p>To enable the whole pastoral system to function, as it includes initial assessment of problems, supporting students and</p>	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Research indicates the direct link between poor student wellbeing and/or mental health and attendance in schools. This evidence has informed strategies put in place.</p>	<p>1,3</p>

staff, inputting information, and any follow up and liaison required.		
Wellbeing counsellor To provide emotional support for PP students		
<i>Engagement and careers</i> Careers advisor Providing targeted careers advice to PP students and ensuring pathways to further employment/ education are clear. Study Hub Supervisors To provide support for the independent learning at KS5.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf Guidance on the impact and benefits of meeting the statutory guidance for careers futures and aspirations.	1,2,3,4,5,6,7
<i>Engagement Aspirations lead</i> School Community Engagement Summer School Provision Extra-Curricular Offer School Leadership Group Prefects Support Staff to facilitate key intervention Part subsidy of music lessons or trips Uniform subsidy on individual basis and provision of second hand shop	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Peer tutoring and leadership and the effect they can have been evidenced by the EEF as highly impactful for minimal cost.	1,3
Key Stage 2/3 Transition		1,3

	Transition programme (Open Day, taster days, sports programme) Transition team visits (pastoral, academic information)	
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Total budgeted cost: £ 239,856

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 2021 to 2022 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

With 2022 being the first year of examinations since COVID, we have been able to undertake a thorough review of the key indicators for students.

Many of the gaps reduced, but this is with the caveat of slightly inflated post-covid grading. The attainment gap is still large and the engagement of DA pupils in school is low. The reengagement of our DA pupils and their families with school and their curriculum will alleviate these issues over the next few years.

We will continue to monitor the effectiveness of this strategy through

- Attendance data and levels of persistent absence;
- Teacher feedback on pupils' levels of engagement and participation (A2L Grades)
- Use of baseline assessments in English and Maths as well as Reading and Spelling assessments (GL- Assessments) to identify key barriers for ALL students at the earliest possible stage.
- Monitor Behaviour incidences and exclusions data
- Monitor Information on wellbeing, mental health and safeguarding.

At this stage of our strategy plan we have seen the outcomes stated below, these are validated data from 2022 examinations

Aim	Outcome
Improve P8 score for DA	Improvement of +0.18 from 2019
Improve A8 score for DA	Improvement of 0.65 on 2019 DA outcomes.

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
LAC engagement programme	Crossbar Challenge
Performing arts engagement programme	PQA Academy
Tutoring	Protocol tutoring
Engagement programme	Embrace
Music lessons	Shropshire Music Service

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?	Service Pupil spending occurred in line with wider DA spending. Funding was allocated where appropriate to provide, academic and extra-curricular opportunities, as well as provide resources necessary to access the curriculum. Funding is also allocated to providing emotional support for Service Children when a parent is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	The service premium has supported continued strong academic performance within this subgroup. SC on average often outperform the rest of their cohort in average KS3 tracking point scores, average mock scores and in recent years' GCSE results.