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	1237
Proportion (%) of pupil premium eligible pupils	Total PP - 323 Total PP percentage – 26.1% (increase from 25.7%) 193 FSM, 41 LAC/PLAC, 89 S
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 23
Date on which it will be reviewed	Dec 24
Statement authorised by	Mark Cooper
Pupil premium lead	Helen Jones
Governor / Trustee lead	Dave Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,732
Recovery premium funding allocation this academic year	£52,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	

Total budget for this academic year	£296,172
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 and that they are engaged with their learning, whilst also empowering parents and carers to support their studies in the home environment.

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

  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. The pastoral team work closely with all students, but particularly our DA students, to improve their mental health and wellbeing, resilience and improving their attitudes and aspirations. COAPs and regular CPD and awareness bulletins ensure staff are aware of PP students and their needs.

- **What are the key principles of your strategy plan?**
- Implement and support the achievement of 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 on working with DA students and in furthering their own subject knowledge.
- 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
- To increase engagement with school, both academically and extra curricular.

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 decreased from 91.1% for 21-22 to 87.73% for 22-23. This now puts our attendance figures below national average for DA pupils. 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 disadvantaged students, with them being significantly behind their non-disadvantaged peers in both reading and spelling ages.
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 and exam results indicate a consistent gap in academic performance in core subjects between DA and Non-DA students. For Maths, an average P8 score of -1.12 and English an average P8 score of -0.60 shows that there needs to be a bigger focus on numeracy and literacy.
5	For our cohort of young people who are Looked After Children (LAC), Post Looked After Children (PLAC) and those under Special Guardianship Orders (SGO), 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.
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 2023 shows -0.66 difference between Da and Non-DA students in progress and 1.19 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 school, Sep'24 to -0.5 overall** Evidence of reduction of the gap in TP analysis Review of core assessments and mock examinations to monitor Progress gap. Monitor target setting, interventions and outcomes to ensure it is accurate and achievable.
Attainment 8.	**Reduce the difference between DA and NDA, Sep'24 to 1 overall** Evidence of reduction of the gap in TP analysis Review of core assessments and mock examinations to monitor attainment gap from Year 9 onwards.
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 gap between DA and non DA at KS3 Closing of the gap further in KS4 results Review of KS3 tracking point evidence.
DA Attendance / Behaviour ,	**DA attendance to be above national average (88.6% last year) Moving towards 94% non DA average but at least above national.** **Reduction in DA behaviour incidents/exclusions, behaviour points down to -12 average** Attendance monitored and reviewed on a weekly basis.

	Ultimate measure- Thomas Adams DA attendance with school expectation.
DA Destinations	**Reduce DA students becoming NEETs below National Average: Sep'24 to 100% known** Review of destinations undertaken in transition from KS4-5 Review of destinations undertaken in transition from KS5- further education/training/apprenticeships/employment. Uptake of careers provision.

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
SL in charge of data and intervention co-ordinator to 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. SL CPD and support from Aspirations Lead and Assistant and buy-in contract from SLs. Awareness of wider strategies increased through CPD and literature around school.	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: https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/	2,4,5,7

Updates on CPD sessions delivered to majority of staff (at least one per dept) through CPD4me offer and CPD delivered to ECT and RQT programme teachers. Weekly CPD updates to staff and awareness emails 25% rule on communications, positive points, trips and opportunities Book looks and class observations by aspirations lead to monitor use and impact of strategies. % Dept meeting time allocated to PP COAP documents created and referred to during teaching but also during observations		
Assessment and Feedback Classroom strategies on marking and feedback shared with teaching staff. Monitoring of Arbor by HOY and AL to provide detailed breakdown of data. Central tracking document of interventions and spend, linked to RAG rated TP and attendance data.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 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. 2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback 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	2,4,5,7

	has positive effects (albeit slightly lower than the overall average).	
Literacy development 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. Literacy CPD training for whole staff and literacy focus in form time. Departments to develop subject specific vocabulary and disciplinary literacy. Buddy reading in form time Book gifting and KS3 subscriptions A level Learning mentors in English and Maths Fiction Express Online reading programme for Year 7 and 8 to encourage independent reading and enjoyment.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Evidence of Oracy intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Impact of Peer Tutoring Approaches-Reading Buddies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Significant impact is gained through reading and comprehension programmes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,,4,5,7
Curriculum Mapping / Offer Opportunities within subjects (classroom libraries, online	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.	1,2,3,4,5,6,7

subscriptions, frantic assembly) Curriculum resources to support learning within the classroom and at home for KS4. Revision resources and online revision, stretch and challenge.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf Impact of sequencing on metacognition and recall of knowledge: https://researchschool.org.uk/durrington/news/curriculum-and-sequencing	
Staff CPD Internal CPD for staff and subject leaders on classroom strategies and attachment	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development 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.	1,2,3,4,5,6, 7
Revision Programme • Elevate Education Programme • Form Time Programme • Self Study Packs • Curriculum Offer • Home Learning Programme • Parental Support / Information Evenings	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.elevateeducation.com/	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
Intervention *ELSA* supporting students with	Evidence of high impact for moderate costs of one-one or small group tutoring.	1,2,3,4

emotional and behavioural difficulties, with a view to enabling them to effectively access the curriculum. Intervention Co-Ordinator with 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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Purchase of 'My Tutor' Sessions	Evidence of small group tuition and intervention having 4+ Months positive impact on those in receipt of it. Small group tuition	EEF (educationendowmentfoundation.org.uk)	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 • Regular attendance reports shared with key stakeholders • SIMS registered kept during lockdown to monitor remote engagement with action. • EWO intervention with Attendance Team • HOYs/Form Tutors "first day" absence calls. Attendance assistant to make first contact and assist with reintegration into school.	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). The research is based on evidence of positive impact in reduced persistent attendance issues. Form tutor attendance passports and back to school system	1
Welfare LAC Co-Ordinator This is someone who meets regularly with LA students, tracks their attendance and forms a close working relationship with carers and LA representatives. Pastoral manager/ family liason with 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 should be referred in the first instance to the Form Tutor.	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges 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.	1,3

Engagement lead Behaviour and attendance x 2 enable the whole pastoral system to function, as it includes initial assessment of problems, supporting students and staff, inputting information, and any follow up and liaison required. Wellbeing counsellor To provide emotional support for PP students and guide on mental health and resilience. Safeguarding role		
Engagement and careers 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. ACE mentors working with specific DA pupils to engage and provide opportunities.	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
Engagement Aspirations lead School Community Engagement Summer School Provision through Engage. Extra-Curricular Offer School Leadership Group Prefects	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

Support Staff to facilitate key intervention Support with costs of music lessons and trips Support with the costs of uniform on a biannual basis Before school grab and go provision for breakfast and equipment. Resilience and engagement programme through the Happiness club.		
Key Stage 2/3 Transition with aspirations assistant making contact in summer term.	Transition programme (Open Day, taster days, sports programme) Transition team visits (pastoral, academic information)	1,3

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?

Many of the gaps reduced, for example, our Free School Meals attendance was in line with national average and for that of persistent absentees. 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. The reviewed strategy works on engaging with families and pupils to ensure more positive relationships and more buy in the school.

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.

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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
Tutoring Sessions	My Tutor
A Level tutoring	Thomas Adams Sixth Form

Alternate Provision	Project Farm
HAF programme	Engage
Happiness and Resilience programme	Katie Millard

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.