# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Thomas Deacon Academy |
| Number of pupils in school  | 2380 (Y3-Y13) |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 year |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Rick Carroll |
| Pupil premium lead | Mohammed Ladak |
| Governor / Trustee lead | Chris Walford |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £615,498 |
| Recovery premium funding allocation this academic year | £107,728 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £91,021 |
| **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 | £814,247 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Thomas Deacon Academy, we ensure that Quality First Teaching and Literacy is at the heart of everything we do. Our Principles of Effective Teaching and Power Teaching models ensure we are taking an evidenced based approach to all learning and, through this, we aim to continue to close the attainment gap between disadvantaged children and their peers. We have a good understanding of the needs of our students and, alongside our character framework, our Pupil Premium strategy aims to build strong relationships with our local communities, provide rich extra-curricular experiences for all of our students and have the highest expectations of all. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Pupil premium students do not always have the resources, to achieve grades or progress in line with Non-Pupil Premium students: 2018/2019 PP P8 (-0.20), NPP P8 (0.16). |
| 2 | Pupil premium students continue to be over-represented in removals from lessons and lates to lessons therefore are not able to access quality first teaching in a consistent way. (46% of removals and 41% lates to lessons in term 1 were PP students). |
| 3 | Pupil Premium students have lower literacy levels than non-Pupil Premium students which presents a barrier for achievement across all subjects. (64% PP in Y7 below chronological reading age vs 49% NPP) |
| 4 | Pupil Premium students begin school with less of an understanding of their aspirations and how to achieve them. |
| 5 | Pupil Premium students have higher levels of absenteeism when compared to Non-Pupil Premium students. (87.8%PP vs 90.1%) |
| 6 | Pupil premium students are less likely to have adequate space and resource at home to work, learn and revise effectively. |
| 7 | Pupil Premium students may not always have opportunities to take part in cultural visits, enrichment activities and holidays. |

## 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.

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| Intended outcome | Success criteria |
| Students in receipt of pupil premium funding will achieve at least in line with non-pupil premium students nationally.  | Checkpoint data for all year groups and key end points (Year 11 2022 results) show pupil premium students achieve at least in line with non-pupil premium students nationally. |
| Students in receipt of pupil premium funding are not overly represented in being late to lessons or removals from lessons. | Termly behaviour data on lates to lessons and removals show no over representation by students in receipt of pupil premium. |
| Students in receipt of pupil premium funding achieve at least in line with their chronological ages in reading, writing, and spelling. | Data collected from reading, writing, and spelling tests show that PP students are achieving in line with their chronological age. |
| Pupil premium students are supported to understand their aspirations and know how to achieve them.  | 100% of pupil premium students to have been provided with independent advice and guidance by a qualified careers advisor by the end of year 10. All pupil premium students successfully apply and enrol on Post-16 courses. |
| Attendance of pupil-premium students is in line with non-pupil premium students nationally. | Attendance data shows that students across each year group are in-line with attendance nationally. |
| Pupil Premium students have access to places to complete home learning and revision after school and understand how to revise and learn effectively. | All year teams provide access to areas for students to be able to complete independent work and home learning tasks after school. |
| Pupil premium students regularly take part in cultural visits, enrichment activities and school trips. | A varied programme of enrichment opportunities, trips and visits raises aspirations and impacts positively on the attainment and achievement of all students. |

## 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: £ *407,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed the Principles of Effective Teaching into all lessons across the academy. | The EEF Guide to Pupil Premium evidences that high quality teaching provides the biggest support for pupil premium achievement.  | 1 |
| Purchase a copy of Teach Like a Champion 3.0 for each department and link strategies to TDA Principles of Effective Teaching. | To further ensure teachers are engaging with the best available pedagogy to provide support for pupil premium achievement. | 1,2 |
| Provide every student in KS3 a bespoke knowledge organiser and support with strategies for self-quizzing.  | For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000).  | 1-5 |
| Appoint a literacy lead to develop a coherent improvement strategy to develop literacy of all students. | Low literacy is a barrier for success in all subjects. EEF states that ‘a focus on language and literacy is especially important for pupils with English as an Additional Language’. | 1/3 |
| All staff to have access to online CPD including subject-specific webinars through National College. | To further ensure teachers are engaging with the best available pedagogy to provide support for pupil premium achievement. | 1-7 |
| Provide Early Careers Teachers with a coherent training programme which allows for them to further develop all aspects of their teaching and other professional responsibilities, | The EEF Guide to Pupil Premium evidences that high quality teaching provides the biggest support for pupil premium achievement. | 1-7 |

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

Budgeted cost: £ *203,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All students in receipt of pupil premium funding have £30 to spend on stationary and learning items in the school shop.  | Pupil premium students may need support in purchasing the items them require to fulfil the academy’s aims under the TDA Classroom.  | 1 |
| Music lessons for all Pupil Premium students are fully funded.  | Pupil premium students outperform their peers in GCSE music. | 1 |
| The pupil premium fund is used to ensure all pupil premium students are able to access/be involved in all aspects of academy life (for example CCF, DofE, Theatre visits, trips, theatre live)  | To ensure pupil premium students have the same/broader opportunities for learning outside the classroom as their peers.  | 7 |
| Continue subscription for GCSE POD for all students across TDA. | High quality home learning provision for all students which can be accessed in school or at home.  | 1 |
| Continue subscription for Hegarty Maths for all students across TDA. | High quality home learning provision for all students which can be accessed in school or at home.  | 1 |
| Subscription to Tassomai for all students across TDA and employ Tassomai champion to ensure effective rollout. | High quality home learning provision for all students which can be accessed in school or at home.  | 1 |
| All students in Year 10 and Year 11 have their own copy of the texts used for GCSE to annotate and use in and outside the classroom. | Students who had books purchased through school shop PP funding in previous years were unlikely to bring and use them in lessons as it highlighted them as PP.  | 1 |
| All students in Year 11 are given a copy of the 10 minute test booklet for use as interleaving starters in lessons. | Ensures all students can access interleaving in Science. Effective in early QA in 2019. | 1 |
| All teachers to use targeted in-class interventions to improve outcomes for at least 5 students in every exam class.  | In lessons where PP students are performing lower than their peers, extra support to achieve will further their chances of success. | 1 |

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

Budgeted cost: £ *203,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Named member of SLT with responsibility for PP across secondary phase.  | To give clear, consistent leadership to this aspect of the academy.  | All |
| Higher levels of student accountability to ensure punctuality for all students. | EEF suggests that the average impact of behaviour interventions is four additional months’ progress over the course of a year. | 2 |
| Implementation of a new behaviour policy for 2020/2021.Evaluate support for early help system for PP students. | EEF suggests that the average impact of behaviour interventions is four additional months’ progress over the course of a year. | 2 |
| Full implement Unifrog across all year groups. | Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. | 4 |
| Ensure careers advisor targets pupil premium students first when sending out appointments. | Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. | 4 |
| Analysis of PASS profiles in year 7 provide teachers with classroom strategies to put in place that meet the specific needs of individual students. | All year 7s to complete PASS profile assessments and interventions developed to support with specific needs. | 1 |
| Use VESPA programme to support all students with metacognition and self-regulation. | Fully implement VESPA programme across school through deployment of staff VESPA champions. | 1 |
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**Total budgeted cost: £** *814,000*

# 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.

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| Focus for Pupil Premium Strategy (2020/2021) In-school barriers1. *Pupil premium students do not always have the resources (at home or in school), to achieve grades or progress in line with non Pupil Premium students.*
* Rapid and intensive training for all staff, with a focus on teaching, in the use of Microsoft Teams in Autumn 2020 ensured that students who were isolating and during Lockdown 3 had continued education through this virtual platform for all of their subjects.
* Hard copy resourcing of core text books (for Y7) and subject text books (for Y12) ensured that all students had received books to support their learning if they were unable to access Microsoft Teams. This work was directed via the website and sent home through year teams.
* Vulnerable students, including those who were pupil premium, were given priority in the Lockdown provision in the academy.
1. *Pupil premium students continue to be over represented in removals from lessons and lates to lessons therefore are not able to access quality first teaching in a consistent way.*
* This was difficult to maintain the actions for during a disrupted year and when all of KS3 students were taught in bubble rooms for the majority of their time. A new policy and process to support students arriving on time to lessons has been implemented in the 2021/2022 academic year.
1. *Pupil premium students are disproportinaly represented in mental health concerns raised through ‘My Concern’ (55% in 2019/2020).*
* The monitoring of this through the 2020/2021 academic year did not continue to show this trend. All vunerable students were contacted daily or weekly dependant on need during periods of time not in the acdemy. All students were directed to support by tutors and directly as required during this time. The trend has also not been reflected in the data from September-October 2021.

External barriers1. *The parents of pupil premium students are less likely to attend parents evenings or parent support sessions due to work commitments and the formality of the meetings with teachers. (Based on 2018/2019 data and research survey)*
* In 2020/2021 parents’ evenings moved to the virtual system School Cloud. In the tutor contact sessions in Summer 2021, 77.1% of parents made appointments. Of those that didn’t make appointments 37% were the families of students in receipt of Pupil Premium and therefore in line with the overall PP figure showing no specific disadvantage for PP students (37.7% PP in 2020/2021).
1. *Students in receipt of FSM (and PP) are less likely than their peers to have access to devices at home suitable for remote learning. This was evident in the IT audit in September 2020.*
* 40 laptops were purchased specifically for Y11 students and FSM and PP students who were allocated these as a priority. In total 96 laptops were loaned to students in this year group. In October 2020 80% of students in this group had a combined in and out of academy AtL of ‘good’ or above. During Lockdown 3 this dropped to 26%. Student voice reflected that students appreciated the laptops but other factors (home environment, self-discipline, mental health) were a reason for the reduced AtL.

Achievement of PP students in Y11 (2021)At 9-4 grades in English and Maths PP students are in line with their NPP peers (PP=57.6%, NPP=57.5%)At 9-5 grades in English and Maths the gap between PP and NPP is 9.1%. At 9-7 in English and Maths the gap between PP and NPP is 3%. The greatest difference in PP achievement in English and Maths (when compared to NPP) is in 9-5 English (8.3% gap) and 9-5 Maths (8% gap). Also, in 9-7 English (10.9% gap) but not in 9-7 Maths (1.8% gap). Achievement of PP students in all other year groupsAttitude to Learning (AtL) scores compared throughout the 2020/2021 academic year (see ‘Pupil Premium Self Evaluation Summary Statement (Y7-Y11) 2021 internal report’, June 2021). Year 7 and Year 9 students were most disadvantaged (in terms of AtL) during Lockdown 3 but were less disadvantaged by their AtL on their return to TDA when this became more equal. Year 10 PP students continue to be disadvantaged by Lockdown 3 in term of their AtL in comparison to NPP, even on their return to TDA. Student voice and lesson visits identified Feedback as a key mechanism to support all students, especially those eligible for PP funding and this was the focus for all teaching staff CPD in the second half of the Summer term. The purpose of internal assessments in Summer 2021 were to identify aspects of knowledge that students would need support with through the 2021/2022 curriculum and as a baseline for analysis during 2021/2022. They did not give any clear and accurate trends regarding Pupil Premium students achievement at this point.  |

## 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*

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| Programme | Provider |
| GCSE Pod | Soundbite Learning  |
| Hegartymaths | Hegartymaths |
| VESPA | VESPA |
| PASS assessments | GL Assessments |
| Tassomai | Tassomai Ltd |
| Unifrog | Unifrog |