

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Thorns Collegiate Academy
Number of pupils in school	868
Proportion (%) of pupil premium eligible pupils	28.34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Manny Kelay
Pupil premium lead	Charlotte Taylor
Governor / Trustee lead	Martin O'Hanlon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,518
Recovery premium funding allocation this academic year	£35,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£285,188

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?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Closing the attainment gap between PP and non-PP students
2	Attendance which is significantly lower than that of non-PP students
3	Significant numbers of safeguarding issues which disproportionately effect these students around mental health and wellbeing.
4	Significant number of PP students with behaviour issues where support and intervention is needed.
5	Poverty reducing students' participation in extracurricular activities and trips
6	Low family aspirations and cultural awareness

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
Closing the attainment gap between PP and non-PP students throughout both key stages.	Data
Improving the attendance of PP students	Rates of attendance close to Academy target of 96%. Reduced pa rates.
Increasing student's cultural awareness and inquisitiveness through form time and PSHE sessions	Improved engagement in quality PSHE sessions.

Raising aspirations of PP students.	Quality careers advice. Visits to further education establishments. Exposure to advice and guidance to help students make decisions about training and work opportunities.
Students to develop a sense of belonging and responsibility across the Academy and beyond for their behaviour and conduct.	Statistics and student voice.

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: £189,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved CPD programme	Pupil Premium funding is used to invest in high quality external CPD and a subscription for all Senior and Middle Leaders to The National College, which supplies regular and updated training for all staff.	1
Staff Induction	Robust staff induction process to support quality teaching when staff are employed at Thorns.	1
Teaching and Learning Q and A	Regular cycle of lesson observations, work scrutinises and learning walks to quality assure the teaching and learning taking place in lessons for all students.	1
Recruitment	Safer recruitment training completed by senior leadership because it's a vital part of creating a safe and positive environment with quality teaching staff.	1
ITT Programme	A quality in School ITT programme, particularly alongside PGCE, NQT and RQT teachers will quickly enable the school to be more creative with delivery of curriculum and consequently improve outcomes for students.	1

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

Budgeted cost: £40,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online support	Access to on-line learning resources via class sites and the student portal which includes Accelerated Reader, My	1

	Maths, GCSE Pod and Maths Watch and Tute.	
Teaching Assistants	A team of highly motivated and committed TAs deployed to work with and support students learning and provide appropriate interventions.	1
L4L	Literacy for Life, which is now embedded in key stage 3, has a nurturing nature and a focused monitoring of students' progress by a dedicated team of L4L teachers. It provides PP students with an excellent foundation to their learning. In addition it provides PP students with the emotional support to succeed. Literacy for Life places a very high importance on access to technology for all students (every child in Key stage 3 has access to their own device). The richness of the curriculum offered by L4L includes external visitors (holocaust survivor, local religious leaders), external visits (The Space Centre). The maintaining of two extra PPA sessions for each L4L teacher within the L4L team is funded proportionally by Pupil Premium and the L4L teachers identify where intervention is needed and adapt learning to support PP students.	1-6
Summer School	Providing a "Going Wild" Summer School activities, which included visits from the Animal Man and resources to print and customise T-shirts. It also supported the payment of personalised water bottles to help students with transition.	1-6
PSHE Programme	Our personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Including careers people who shaped the world moments or key events that shape the world.	6

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

Budgeted cost: £55,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have employed Instill Excellence to provide daily door knocks and engage with our hard to reach families of Pupil Premium students to raise and sustain attendance rates.	Our Heads of Year work very closely with Instill Excellence and hold half termly attendance celebrations where PP students are rewarded for improved attendance.	2
Participation in extended opportunities.	The intention of the Academy is always to develop strategies to increase the participation of Pupil Premium students in extracurricular activities. The Academy has purchased The Platinum Package from The Hippodrome (HEN). This gives students access to an artist in residence, access to reduced theatre tickets, theatre events and CPD for our staff. We ensure that all of our PP students have direct access to all of the events and are included in the dance, drama and music performances which are a direct result of our involvement with HEN. Subsidising of any trips which support learning	5
Participation in PGL	PP students are prioritised on an annual PGL	1 and 5
Supporting equality of opportunity for PP students	This includes, but is not exclusive to, free resources which include: Revision guides, stationery, supporting families with uniform and educational trips. Educational trips include trips to Wembley, cinema trips, and theatre trips. PP premium students are offered all opportunities and encouraged to participate by supporting families with paying for the trips.	1 and 5
Supporting with behaviour	Safeguarding and Behaviour specialists are all employed to deal with issues within students' lives, and, in the same way, the Academy provides support from an Attendance Officer, the Local Authority and other external agencies where appropriate. Bespoke intervention available for students with behaviour concerns.	4
Supporting with Safeguarding	From a safeguarding perspective, to help solve students' complex needs, the Academy has a member of staff with	3

	<p>DSL responsibilities working with the Safeguarding team and using Safeguard software and using a Safeguarding consultant that is part-funded by Pupil Premium because much of the work undertaken is with Pupil Premium students.</p> <p>Outside agencies include:</p> <ul style="list-style-type: none"> • Connexions • KOOTH online counselling • Spurgeons (Young Carers Dudley) • Cognitive Behaviour Therapy Providers • Switch • CAMHS • PREVENT team • Barnardos • Early Help • Children's Services – Educational Psychologist • Alternative Education Provider 'Black Country Wheels' • Cherry Tree educational provision, to support students with medical needs. 	
Supporting with wellbeing	<p>Weekly mentor visits and counselling sessions have continued to support the emotional well-being of our students. Our school councillor has trained staff and students to offer support with mindfulness. We now have staff Wellbeing Champions and student Wellbeing Ambassadors.</p>	3
Career Aspirations	<p>Aspire to fund UNIFROG to support with careers. In addition, 3 campus experience days for 9,10 and 11. Half term of lessons for 9,10 and 11 aspirations to FE</p>	6

Total budgeted cost: £ 285,188

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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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?