

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Statement of Intent

School overview

Detail	Data
School name	Thorns Collegiate Academy
Number of pupils in school	954
Proportion (%) of pupil premium eligible pupils	30.69%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	31 December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Nikki Jones
Pupil premium lead	Anna Mulholland
Governor / Trustee lead	Martin O'Hanlon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,010
Recovery premium funding allocation this academic year	£78,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£374,946

Part A: Pupil premium strategy plan

Statement of intent

At Thorns Collegiate Academy the intention is to provide all of our students, regardless of their background, the support and opportunities to help them be successful and aspirational.

We recognise that some families at our Academy struggle financially and Pupil Premium funding is used to support a raft of interventions specifically targeted at those students who are eligible for this funding.

The key principles of the use of our Pupil Premium funding are addressing individual needs, raising aspirations and equality of opportunity where there are difficult circumstances. In addition to providing strong, additional academic support and a focus on supporting with mental health and well-being.

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 disproportionally 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: £169,423

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 staff 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
ECT Programme	A quality Trust based ECT programme will 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: £87,508

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 Maths, GCSE Pod and Maths Watch, Century, AskOla and Tute.	1

Teaching Assistants	<p>A team of highly motivated and committed TAs deployed to work with and support students learning and provide appropriate interventions.</p> <p>Appointment of SEMH and SLCN intervention managers to work provide 1:1 or small group support and bespoke interventions for SEND students that are identified as SLCN or ASD and SEMH on the register.</p> <p>All SEND students have a key worker who has regular contact with students and families.</p>	1
L4L	<p>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.</p> <p>It provides PP students with an excellent foundation to their learning. In addition, it provides PP students with the emotional support to succeed.</p> <p>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.</p> <p>This includes weekly support with reading and phonics in the form of LEXIA and Accelerated Reader. This is in addition to a Peer Reading programme.</p>	1-6
Summer School	<p>Providing a "Going Wild" Summer School activity, 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.</p> <p>Additional induction day for vulnerable students to be provided before the new academic year begins, led by SEND dept.</p>	1-6
PSHE Programme	Our personal, social and health education (PSHE) enables our children	6

	<p>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.</p> <p>Outside speakers/performances invited into the academy to engage students in the PD programme.</p>	
Pupil Premium Passports	Individual profiles of PP students are being created to include barriers to learning, aspirations, key information and interventions.	1-6

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

Budgeted cost: £72,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance	There is weekly monitoring of PP attendance by our attendance officer. Weekly attendance strategy meetings which include discrete discussions about PP students, Heads of Year have termly met or made phone calls with families to discuss current attainment, behaviour and attendance. Our Heads of Year 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.	5

Participation in PGL	PP students are prioritised for inclusion on the annual PGL experience	1 and 5
Brilliant Club	The Scholars Programme provides more able students with an opportunity to experience university life and raises aspirations of PP students.	1, 5 and 6
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, 5 and 6
Extra curricular Clubs, including Homework Club	PP students are encouraged to participate in the wide range of extracurricular opportunities offered. In addition, PP students are provided with a quiet place to work, with access to a device and staff support on a weekly basis.	1 and 6
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. The appointment of an Interventions Manager to provide bespoke intervention for students with behaviour concerns. In addition, our HOY's provide very localised and focused intervention programmes around behaviour and wellbeing.	4
Supporting with Safeguarding	From a safeguarding perspective, to help support students' complex needs, the Academy has a member of staff with DSL responsibilities working with the Safeguarding team, using Safeguard which is part-funded by Pupil Premium. This is because much of the work undertaken involves Pupil Premium students.	3
Supporting with wellbeing	Regular mentor visits and counselling sessions have continued to support the emotional well-being of our students. The support for all learners is overseen by the Pastoral Director and Senior Assistant Principal to ensure co-	3

	ordinated bespoke interventions with a focus on maximising support for Pupil Premium students.	
School Council	PP students represented on the School Council which is a formal group of students who act as representatives of their classmates in discussing school issues with the headteacher and relevant staff.	6
Career Aspirations	Year 10 will work with Department for Work and Pensions, Dudley College, Kidderminster college and visit Halesowen College for taster day. Year 9 will have sessions with Department for Work and Pensions around options Year 11 have a careers fair meeting with local Colleges and Post 16 providers, Students provided with the opportunity for a university experience day, Halesowen College to deliver workshops of College life and how to make a CV with students completed mock interviews by external organisations	6

Total budgeted cost: £ 328,977