



## Pupil premium strategy statement 2021-24

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	Thomas Adams School
Number of pupils in school	1223
Proportion (%) of pupil premium eligible pupils	Total PP - 258 Total PP percentage - 24.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20/21-23/24
Date this statement was published	Dec 21
Date on which it will be reviewed	July 22
Statement authorised by	Mark Cooper
Pupil premium lead	Liam Allen
Governor / Trustee lead	Jo Hickson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,870
Recovery premium funding allocation this academic year	£29580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£271,450</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## 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 measure 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 alternate provision, 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	<b>Disadvantaged pupils' attendance</b> stands at 88.6% for the 20-21 academic year, this is significantly lower than Non-Disadvantaged students (92.6%) This is an area of challenge we need to address.
2	Through assessments of <b>student's reading and spelling ages</b> , 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 theirs non- PP peers in reading and spelling, with our LAC/PLAC students more than 18 Months behind their cohort. -
3	The recent climate of educational closures, blended learning and periods of isolation have had significant impact on the learning of Disadvantaged learners, despite the significant roll out of large numbers of laptops and connectivity devices. This echoes national trends and the findings of national research following lockdown. Although as a school we have distributed many laptops and connectivity devices this is a challenge we continue to monitor.
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 and TAG grades 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 <b>significant increase in the numbers of Looked After Children (LAC), Post Looked After Children (PLAC) and those under Special</b>

	<b>Guardianship Orders (SGO).</b> 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 (1.26), attendance is also a significant issue for this cohort of students.								
6	The <b>school's rurality</b> and <b>limited public transport infrastructure</b> often provide barriers to Disadvantaged students accessing extracurricular provision and reduces parental engagement in face-to-face consultations due to transport issues.								
7	<p>There is still a <b>significant gap between the attainment and progress</b> DA students make during their time at Thomas Adams. Progress data validated in 2019 shows 0.40 difference between DA and Non-DA students in progress and 1.3 grade difference in attainment</p> <table border="1"> <tr> <td>Progress 8</td> <td>DA -0.59 NDA -0.19 (DA -0.7 NDA 0.1)</td> </tr> <tr> <td>Ebacc entry</td> <td>30.2% (30.5%)</td> </tr> <tr> <td>Attainment 8</td> <td>DA 3.9 NDA 5.2 (DA 3.1 NDA 4.6)</td> </tr> <tr> <td>Percentage of Grade 5+ in English and maths</td> <td>14% (16.6%)</td> </tr> </table>	Progress 8	DA -0.59 NDA -0.19 (DA -0.7 NDA 0.1)	Ebacc entry	30.2% (30.5%)	Attainment 8	DA 3.9 NDA 5.2 (DA 3.1 NDA 4.6)	Percentage of Grade 5+ in English and maths	14% (16.6%)
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## 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
<b>Progress 8.</b>	<p><b>Reduce the difference between DA and National NDA, Sep'24</b></p> <p>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.</p>
<b>Attainment 8.</b>	<p><b>Reduce the difference between DA and National NDA, Sep'24</b></p> <p>Evidence of reduction of the gap in TP analysis Review of core assessments and mock examinations to monitor Attainment gap.</p>
<b>Percentage of Grade 5+ in English and maths.</b>	<p><b>Improve DA outcomes in Grade 5+ in English and Maths, Sep'24</b></p> <p>Evidence data of a Reduction in the Gender Gap within DA Attainment,</p>

	Closing of the Gap Further in KS4 results Review of KS3 tracking point evidence.
<b>DA Attendance / Behaviour ,</b>	<b>DA attendance to be in line with national average. Reduction in DA behaviour incidents/exclusions, Sep'24</b> Attendance monitored and reviewed on a weekly basis. Ultimate measure- Thomas Adams DA Attendance with National Average Attendance.
<b>DA Destinations ,</b>	<b>Reduce DA students becoming NEETs below National Average , Sep'24</b> 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: £ £68,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Classroom Intervention</i> <ul style="list-style-type: none"> <li>Targeted Seating Plans</li> <li>Priority Marking</li> <li>Live Marking</li> <li>Trust Priorities regarding Peer</li> </ul>	<p>Evidence of clear impact of peer and collaborative approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>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</p>	2,4,5,7

<p>Work and Assessment</p> <ul style="list-style-type: none"> <li>Directed Questions</li> <li>Effective use of TAs</li> <li>Use of Praise System</li> <li>Core SLs to review DA setting arrangements and staff deployment</li> <li></li> </ul>	<p>informs whether students are ready to progress with their learning:</p> <p><a href="https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/">https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/</a></p>	
<p><i>Assessment and Feedback</i></p> <ul style="list-style-type: none"> <li>Baseline Assessments to identify need</li> <li>Focus on Presentation</li> <li>Effective Use of Yellow Boxes (Instructive)</li> <li>Evidence of students acting on advice</li> <li>Core assessment providing accurate judgements of progress in line with “flight paths”.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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 has positive effects (albeit slightly lower than the overall average).</p>	2,4,5,7
<p><i>Literacy Development</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	2,4,5,7

<ul style="list-style-type: none"> <li>• Literacy Coding as part of Feedback Policy</li> <li>• Focus on Disciplinary Literacy</li> <li>• Development of Library to promote reading</li> <li>• Form Time Literacy Programme – Reading Focus - VESPA</li> <li>• Unit of Sound (Catch Up)</li> <li>• Fiction Express</li> <li>• Departmental literacy leads to tackle core issues.</li> </ul>	<p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Evidence of Oracy intervention  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Impact of Peer Tutoring Approaches- Reading Buddies.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>Significant impact is gained through reading and comprehension programmes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<ul style="list-style-type: none"> <li>• Curriculum Mapping / Offer</li> <li>• SLs can articulate Curriculum Intent</li> <li>• Curriculum mapping documents in place outlining sequence of learning, assessment arrangements and home</li> </ul>	<p>Evidence of the range of Alternate provision available and the impacts it can have on confidence, reducing withdrawal and reducing incidences of behaviour &amp; furthering on site learning.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748910/Investigative_research_into_alternative_provision.pdf</a></p> <p>Impact of sequencing on metacognition and recall of knowledge:  <a href="https://researchschool.org.uk/durrington/news/curriculum-and-sequencing">https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</a></p>	<p>1,2,3,4,5,6,7</p>

<p>learning support.</p> <ul style="list-style-type: none"> <li>• Blended Learning Plan in place to support learners and curriculum.</li> <li>• Alternative Provision offer at KS4 (External Providers)</li> <li>• Recovery priorities identified as part of curricular design</li> <li>• Departmental Depp Dive-DA and Subgroup focus.</li> </ul>		
<ul style="list-style-type: none"> <li>• Monitoring DA progress (Boys / SEND)</li> <li>• Review of core assessments and “flight paths” to provide accurate judgements of progress.</li> <li>• DA performance (Bands, Gender, FSM6 / SEND) to be</li> </ul>	<p>Impacts of effective assessment:</p> <p><a href="https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx#:~:text=Well%2Dde-signed%20assessment%20can%20encourage,insight%20into%20the%20assessment%20process.">https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx#:~:text=Well%2Dde-signed%20assessment%20can%20encourage,insight%20into%20the%20assessment%20process.</a></p> <p><a href="https://www.cambridge.org/us/education/blog/2019/07/02/what-assessment-learning-and-what-are-benefits/">https://www.cambridge.org/us/education/blog/2019/07/02/what-assessment-learning-and-what-are-benefits/</a></p>	<p>2,4</p>

<p>analysed after each Tracking Point and shared with SLs.</p> <ul style="list-style-type: none"> <li>• SLs to provide targeted support for DAs with support from LMs</li> <li>• Student Engagement (A2Ls) and SIMs Attendance records were kept for remote provision.</li> </ul>		
<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• PD Days / Twilights focused on Teaching and Learning priorities.</li> <li>• Internal CPD programme to offer focused support for Teaching and Learning.</li> <li>• Purchase of key texts for CPD library.</li> <li>• Disadvantaged focus in teaching and learning research group</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></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>	<p>1,2,3,4,5,6,7</p>

<ul style="list-style-type: none"> <li>• SLs support programme via meeting schedule</li> <li>• External CPD and MAT offer.</li> </ul>		
<ul style="list-style-type: none"> <li>• Revision Programme</li> <li>• Elevate Education Programme</li> <li>• Form Time Programme</li> <li>• Self Study Packs</li> <li>• Curriculum Offer</li> <li>• Home Learning Programme</li> <li>• Parental Support / Information Evenings</li> </ul>	<p>The use of Elevate underpins several of the key strategies undertaken, evidence of impact and effectiveness of the programmes can be seen below.  <a href="https://uk.elevateeducation.com/">https://uk.elevateeducation.com/</a></p>	2,4,5,7

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

Budgeted cost: £94,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of a 3<sup>rd</sup> Intervention mentor for KS5 A-Level support and</i>	<p>Evidence of high impact for moderate costs of one-one or small group tutoring.  <a href="https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx#:~:text=Well%2Ddesigned%20assessment%20can%20encourage,in-sight%20into%20the%20assessment%20process.">https://www.reading.ac.uk/engageinassessment/why-is-assessment-important/eia-why-is-assessment-important.aspx#:~:text=Well%2Ddesigned%20assessment%20can%20encourage,in-sight%20into%20the%20assessment%20process.</a></p>	1,2,3,4

KS3/4 Science Intervention s	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Purchase of 'My Tutor' Sessions	Evidence of small group tuition and intervention having 4+ Months positive impact on those in receipt of it. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Purchase of Laptops	Laptops have been purchased to supplement the independent study of 6 <sup>th</sup> Form students who require intervention.	2,3,4
SEND Support for key students.	Key interventions have been undertaken to support SEN students using, peer led targeted Reading Comprehension interventions, Units of sound mentoring has also been provided giving phonics support. This has been found to have significant impact on progress in learners by the EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,4,5,6, 7

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

Budgeted cost: £ £108,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Attendance</li> <li>Regular attendance reports shared with key stakeholders</li> <li>SIMS registered kept during lockdown to monitor remote engagement with action.</li> <li>EWO intervention with Attendance Team</li> <li>HOYs/Form Tutors "first day" absence calls.</li> </ul>	<p>The evidence on which these strategies are based have come from <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>.</p> <p>The research is based on evidence of positive impact in reduced persistent attendance issues.</p>	1

<ul style="list-style-type: none"> <li>• Welfare Checks / Behaviour Intervention</li> <li>• HOYs to link in with targeted students (DA)</li> <li>• School Uniform Disadvantaged Funding (LA)</li> <li>• LAC Co-ordinator / Pastoral Staffing Model</li> <li>• Behaviour data monitored (via SIMs and TPs)</li> <li>• Counselling service</li> <li>• Outside agency work</li> <li>• Personal Learning Plans issued where appropriate</li> </ul>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></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>	1,3
<ul style="list-style-type: none"> <li>• CEIAG Support / Raising Aspirations Targeted Careers Advice</li> <li>• UOC Aspiration Support</li> <li>• Aspiration Group JDH</li> <li>• Parental Career Advice</li> <li>• MOP Plans (SEND)</li> <li>• Kudos Programme</li> <li>• Assembly Programme</li> <li>• Post 16 Support (University Trips, College Taster Days, CV writing, interview practice, Careers Fair)</li> <li>• National Citizenship Service</li> <li>• My Future Days</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</a></p> <p>Guidance on the impact and benefits of meeting the statutory guidance for careers futures and aspirations.</p>	1,2,3,4,5,6,7

<ul style="list-style-type: none"> <li>• School Community Engagement Summer School Provision</li> <li>• Extra-Curricular Offer</li> <li>• Music and Creative Art support</li> <li>• Get Hooked</li> <li>• School Trips / Enrichment</li> <li>• School Leadership Group</li> <li>• Prefects</li> <li>• Literacy Roles (Reading Buddies, Librarian)</li> <li>• Support Staff to facilitate key intervention</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a> 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	Transition Programme (Open Day, Taster Days, Sports Programme) Transition Team Visits (Pastoral, Academic information) Year 7 Curriculum Offers Literacy Transition Offer	1,3

**Total budgeted cost: £ 271,450**

## 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?

As part of our process for compiling Teacher Assessed Grades (TAG) we have undertaken a thorough review of the robustness of key indicators for all students. This includes monitoring our provision of Non-Examination Arrangements and ensuring all key assessments are taken under exam conditions. We have also embedded new moderation processes in our core assessed pieces in all Key Stages, allowing a greater confidence in the data we use to form our interventions. As a result, progress has been made in the timeliness and accuracy of identifying students', needs although we are aware significant gaps remain

Alongside our review of assessment provision, we have continued to monitor the implementation of our 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 compared to the 2019 Validated Examinations Data, but are reflective of TAG data.

<b>Aim</b>	<b>Outcome</b>
Improve P8 score for DA	Improvement of 0.11 on 2019 DA outcomes.

Improve A8 score for DA	Improvement of 0.8 on 2019 DA outcomes.
Improve internal gap between DA and NDA in P8 and A8	Reduced the difference by 0.2 on 2019 DA / NDA Gap outcomes for P8. Reduced the difference by 0.2 on 2019 DA / NDA Gap outcomes for A8.

## 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
Alternate Provision	Grease Monkeys- Hope Initiatives
Alternate Provision	Project Farm

## 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 TAG results.