



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.

## School overview

Detail	Data
School name	Sir Thomas Wharton Academy
Number of pupils in school	1003
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023/24 – 2025/26
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	M McDonald, Principal
Pupil premium lead	B Woodhouse, Assistant Principal
Governor / Trustee lead	J Chetwynd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,000
Recovery premium funding allocation this academic year	£87,216
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414,216

## Part A: Pupil premium strategy plan

### Statement of intent

At Sir Thomas Wharton Academy, we will provide inspirational and engaging learning experiences in a secure environment promoting self-discipline, the motivation to work hard and to support all our students to achieve aspirational outcomes. We have high aspirations for every student and expect every student to be the best. Our vision is *'Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.'* We believe that this is particularly relevant for our disadvantaged cohort.

We believe that it is vital to develop and sustain an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils by assuming that they all face similar barriers or that they have less potential to succeed- this is highlighted by our key drivers of *'The Highest Standards'* and *'Invest to Achieve'*. Every member of staff at Sir Thomas Wharton Academy has a part to play in improving the outcomes of disadvantaged pupils. All our staff know who these pupils are and the specific challenges they face. The school tailors its provision for its disadvantaged pupils on an individual basis- this is shown by our key driver of *'Everyone is Valued'*. We know that not every strategy will be effective for every disadvantaged child. The Academy ensures that all disadvantaged pupils, including those who are 'working at' or 'above expected' attainment have equal access to pupil premium funding.

We pledge to enable all our young people to achieve and celebrate, through secure progression routes, a breadth of high-quality experiences that will provide them with qualifications, skills, and personal qualities to be successful and thrive in a competitive world- this is shown by our key driver of *'Cultivate your Character'*.

We believe in maximising the use of the Pupil Premium funding by utilising a long-term strategy which is fully aligned to our Academy Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes. We will continually work on all of these interventions and our key driver of *'Never Give Up'* highlights this.

We believe that "quality first teaching" has the greatest impact on outcomes for disadvantaged pupils. We emphasise and deliver 'quality first wave teaching' and provide consistently high standards by setting expectations, quality assuring performance and sharing best practice. The school recognises that while some of its strategies are targeted specifically at disadvantaged pupils, many have a wider impact on all pupils.

All leaders at Sir Thomas Wharton have high aspirations and lead by example. They hold all staff accountable for raising attainment and do not accept low aspirations and variable performance- this is highlighted by our key driver of *'No Excuses'*.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and persistent absence</b> Last year our attendance gap for our Pupil Premium pupils is -8.5%. A proportion of which are at risk of falling into the 'persistent absenteeism' category.

2	<p><b>Outcomes and overall progress</b></p> <p>Last year, the progress in the Academy of PP against NPP showed a gap of over a grade, with PP students' progress being below -0.5.</p>
3	<p><b>Attainment in English and Mathematics</b></p> <p>Match up in attainment of pupil premium students is significantly lower than non-pupil premium students in the latest set of outcomes. 34% of PP students achieved a 4+ in both English and mathematics and 23% achieved a 5+ in both. This is below national averages for PP students.</p>
4	<p><b>Lower cultural capital</b></p> <p>Discussions and observations have identified that some of our disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date. Students are currently less likely to participate in enrichment and aspirational careers programmes within the Academy.</p>
5	<p><b>Literacy - vocabulary deficit and reading</b></p> <p>Assessments show that our Pupil premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum. Moreover, the drive to improve the quality of spoken and written communication, through the Oracy Agenda, is particularly pertinent for these students.</p>
6	<p><b>Parental Investment</b></p> <p>Limited parental engagement in school and learning resulting in reduced homework completion (an average gap of 15% fewer disadvantaged students completed homework compared to non-disadvantaged across all subject areas), a lack of readiness for school and, for some, reduced ambition.</p>

### 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
Higher attendance for all our disadvantaged students in line with non-disadvantaged peers.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 5% (less than the national average of 7%). Attendance of disadvantaged students above national average of 85.5% by at least 2%.</li> <li>The percentage of all students who are persistently absent being below 20% (national average 33%) and the figure among disadvantaged students being no more than 10% lower than their peers (currently 28% gap- 2022/3).</li> <li>Increase the attendance of PP girls to be in line with PP boys and reduce the gender gap to 0. Currently a 2% difference here in favour of boys. This is most apparent in Year 11 (26) (current year 9- 2023/4) with PP girls being 10% lower than PP boys.</li> <li>A reduction in lateness to school of disadvantaged students to be in line with non-disadvantaged students.</li> </ul>
Improve the outcomes and overall progress of	<p>Improved progress demonstrated by:</p> <ul style="list-style-type: none"> <li>A decrease in the PP gap across all subject areas in the Academy at GCSE from around the 2023 average of 1 grade to &lt;0.3 of a grade.</li> </ul>

<p><b>disadvantaged students.</b></p>	<ul style="list-style-type: none"> <li>• A progress 8 score for disadvantaged students significantly above national averages.</li> <li>• Increase progression routes available to disadvantaged students by increasing the proportion of PP students achieving grade 5+ in both English and Maths to be 10% above national averages and above 45%.</li> </ul>
<p><b>Attainment in mathematics and English (match) is above national averages for PP students and the gap between PP and NPP has reduced.</b></p>	<p>GCSE outcomes demonstrate:</p> <ul style="list-style-type: none"> <li>• The proportion of PP students achieving both a 4+ and 5+ in mathematics has increased (from 39% 4+ to 50% 4+, from 23% 5+ to 40% 5+) .</li> <li>• The proportion of PP students achieving both a 4+ and 5+ in their best English GCSE has increased (from 52% 4+ to 60% 4+, from 36% 5+ to 50% 5+)</li> <li>• The proportion of PP students who achieved a 4+ in both English and mathematics has increased to be 10% above national averages and above 55%</li> <li>• The proportion of PP students who achieved a 5+ in both English and mathematics has increased be 10% above national averages and above 45%</li> <li>• The gap between PP students and NPP students who achieved a 4+ or 5+ in both English and mathematics has decreased by hitting the targets above.</li> </ul>
<p><b>Improving the cultural capital of all disadvantaged students in the Academy.</b></p>	<p>Increased opportunities for disadvantaged students demonstrated by:</p> <ul style="list-style-type: none"> <li>• All disadvantaged students to have attended enrichment opportunities throughout the academic year.</li> <li>• Teachers being able to recognise improved aspirations through engagement in lessons and book scrutiny this is shown through investment in learning scores.</li> <li>• Increased aspirations of disadvantaged students resulting in increased investment through further careers and post 16 and 18 opportunities – this is shown by their future pathways at both 16 and 18.</li> </ul>
<p><b>Improve the vocabulary deficit and reading comprehension</b></p>	<p>Diagnostic analysis and student attainment will show that:</p> <ul style="list-style-type: none"> <li>• Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</li> <li>• Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. This is shown through swift increases in reading ages demonstrated by NGRT results.</li> <li>• All students will be able to access ideas and knowledge beyond their starting points.</li> <li>• Students identified early as behind age related expectations on joining, so that relevant intervention has a rapid impact to catch students up and lessen any gap between disadvantaged students and others. PP students make more progress than NPP students between NGRT.</li> </ul>
<p><b>Improve parental investment and engagement.</b></p>	<ul style="list-style-type: none"> <li>• Increase the number of PP parents attending parents and information evenings to bring it in line with NPP parents.</li> <li>• Mentoring programme for Y11 PP students provides close link between PP students and SLT and raises aspiration.</li> <li>• Boys' progress strategy includes a focus upon parental links.</li> <li>• Increased number of PP parents attending information evenings. PCAB disproportionately attended by PP parents.</li> </ul>

## 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: £82,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving the quality of teaching and learning (PP)</b></p>	<p>The Implementation of the teaching and learning standard' will rapidly improve the quality of T&amp;L and marking at the academy. This will ensure a consistently high standard of 'quality first teaching'. We are funding termly reading books for staff to support their teaching and learning and pedagogy across lessons.</p> <p><a href="https://www.eef.org.uk/quality-first-teaching">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>CPD for all staff (39 weeks) - CPD which embeds these standards is to be regularly offered to continue to drive the highest expectations and further improve the quality of feedback and learning dialogue between teacher and student. Specific CPD will be delivered focusing specifically on, pace challenge, Oracy, high achieving disadvantaged students, disadvantaged boy's literacy and disadvantaged SEN to fully embed effective and proven strategies throughout the academy.</p> <p><a href="https://www.eef.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This funding is also used to develop the quality of whole school teaching and learning. The 'drop-ins' programme is ensuring that our 'teaching and learning' team are driving forward the quality of 'day in day out' teaching and learning. We have an increased leadership team (both SLT and TLR) - we have used some of the funding to aid retention of high-quality staff.</p> <p>We are continuing our IRIS triad programme which involves all staff. This year will include the development of a bank of 'Clips of excellence'. We are continuing to fund IRIS and use it in all areas of the Academy.</p> <p><a href="https://www.eef.org.uk/individualised-instruction">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We are focussing on the retention of our staff to ensure we maintain high quality teaching and learning. One of the ways we have done this is through the Be Well At Work Award which we are continually working on.</p> <p>This premium will also be used to part fund the salaries of staff who lead in the key areas above.</p>	<p>2,3,4,5</p>
<p><b>STWA Reading Toolkit. Ensuring that staff use a</b></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text and allows students to better access the</p>	<p>2, 4</p>

<p><b>range of techniques which enable students to comprehend the meaning of what they read.</b></p> <p><b>Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</b></p>	<p>curriculum <a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We are running additional reading lessons within English and key stage 3 students all access the library within their reading lessons. This is to promote a love of reading and increase reading comprehension. We have funded specific members of staff who solely deliver this provision.</p> <p>We are continually investing in the library provision and the books within the library. We review and renew these termly to ensure they are not outdated and reflect what our students' interests and needs.</p> <p>Where students have standardised reading scores below 88 or between 88-99 there are reading interventions in place to improve this to reach national averages. There are specific tutor time reading sessions for these students. This intervention is small group work and regular to improve their comprehension. All staff are aware of reading ages of individual students and factor this into the planning of their lessons including seating of students.</p> <p>Oracy interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oracy language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Part of this funding will allow for a TLR for reading and oracy within English.</p>	
<p><b>Mathematics will be further enhanced by improving the teaching and learning within the department.</b></p>	<p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>The department have recently appointed two lead practitioners to role to improve teaching and learning within the department.</p>	2, 4
<p><b>Improving numeracy and mathematical ability (PP)</b></p>	<p>The fund will be used to purchase White Rose Maths resources and fund a nominal fee for Sparx Maths. The programme provides students with the opportunity to watch mathematical methods being modelled before attempting to answer questions which they also receive feedback on. This programme plays a significant role in the mathematics homework and revision strategies and also has specific revision and review elements. Numeracy support has been assigned to all students in key stages 3 and 4 in need of this.</p> <p><a href="https://educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4

<p><b>Period 4 Achieve Provision.</b></p>	<p>Students benefit from additional support on top of timetabled lessons with resources and knowledgeable staff.</p> <ul style="list-style-type: none"> <li>• All Year 11 students receive an additional 50 minute period of taught delivery per day, every week during the academic year to ensure depth of curriculum delivery and additional time to consolidate knowledge and become 'examination prepared'.</li> <li>• Timetables collapse during the examination period to provide breakfast sessions, targeted revision periods and extended school days focussed on the subject prior to that exam the following morning or afternoon.</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,4</p>
<p><b>Implementation of the behaviour curriculum during tutor time.</b></p>	<p>Teachers will be empowered to provide the conditions for learning behaviours to develop to support access to the curriculum and participation in learning. We have changed the structure of the senior team and moved to have two vice principals alongside an extra assistant principal to increase the behaviour capacity in the team. Some of the funding has supported this.</p> <p>During tutor time, students will be taught the behaviour curriculum which is being implemented during this academic year. The purpose of this is to give students the skills and tools that they need to succeed in their behaviour and attitude within the Academy. This will result in a greater amount of self-regulation of students and their behaviours.</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p><b>Votes for Schools (PP) and tutor time programme.</b></p>	<p>'Votes for Schools' is a program delivered through tutor time two mornings each week. It explores current affairs and allows all students to engage in learning that goes beyond the school gates. The platform uses child and youth focused topics to capture the interests of students across the school. The diversity of topics ensures all students have ample opportunity to discover an interest or subject that they may not have been introduced to previously.</p> <p>'Votes for Schools' sessions help to support a wide range of skills that contribute to character development in students. These include tolerance, empathy, oracy, confidence and resilience. Through weekly debate and discussion, students are given a safe space to explore social and political issues.</p> <p>'Votes for Schools' directly aligns with the government's 'Prevent Duty. 'Votes for Schools' provides weekly content that enables students to engage with controversial topics and discuss moral dilemmas. This supports them in building the skills that will enable them to be resilient in their communities. By directly addressing topics around equality, such as LGBT inclusion, as well as topics directly linked to extremism, students are also developing the skills to understand these issues in an unbiased and objective way, often challenging views held by other influences in their lives.</p> <p>This year a further emphasis is placed on public speaking and students will be given increased amounts of time to do this. Students now have a dedicated section within their planners to write a speech which they will perform to their peers.</p>	<p>1,2,3,4,5,6</p>

	<p>The tutor time programme supports character education across all years within the Academy. Votes for schools is running through the post 16 tutor groups and year 11 access extra careers provision during their tutor time. Students work on their pledges during tutor time and focus on house competitions also. This supports our key driver of 'cultivate your character'.</p> <p><a href="#">Evidence for Raising Aspirations   Ambition Institute</a>  <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £207,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Purchase of standardised diagnostic assessments (NGRT).</b>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Education Endowment Foundation   EEF</a></p> <p>Leadership and delivery of 'Reading for pleasure' in Key Stage 3 classes through the English curriculum and use of the Library, new books purchased.</p> <p>Reading test data used to support teacher planning for differentiation across subjects.</p> <p>Reading test data shared with parents, including information about how to help their child with reading.</p> <p>Choice of reading that engages students of all groups/ages through purchase/loan of a variety of books in the library</p>	2,4
<b>Provide PP students with the confidence and ability to perform in examinations with resilience and determination.</b>	<p>Provide bespoke study support materials for GCSE outcomes.</p> <p>Mentoring of PP students and close PP-SLT links for vulnerable PP cohorts and parents to support study skills.</p> <p>Live trials in core prior to trial exams to build confidence. Live trials in Achieve for humanities subjects focused on grade 5+ masterclasses.</p> <p>Ensure all curriculum plans challenge students to access higher level terminology, comprehension and subject content</p>	3,4,5
<b>Year 11 Intervention Programme</b>	<p>Within year 11 all students have access to the intervention programme to support them in their final exams. This includes:</p> <ul style="list-style-type: none"> <li>- Period 4 lessons (extension of the school day)</li> </ul>	2, 3

	<ul style="list-style-type: none"> <li>- Revision guides for all subject areas (given to them for free)</li> <li>- Bespoke timetable for during summer examinations (to allow them to best prepare for each subject)</li> <li>- Extra 'achieve' sessions (in half term/weekends for targeted support)</li> <li>- Small group support through school led tutoring</li> </ul> <p>Some of the pupil premium funding is allocated to these resources to ensure all (and disadvantaged in particular) have access to the best preparation for their terminal examinations.</p>	
<p><b>Engaging academic mentoring and tutoring. A significant proportion of the students who receive tutoring will be disadvantaged.</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Tuition will take place across all subjects in year 11 outside of the usual school day. This will focus on disadvantaged students.</p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4, 5
<p><b>Alternative Provision: Exceed (Internal)</b></p>	<p>The academy feels that investing in a small group of students within a specialist onsite external provision will give them the change of environment and alternative, bespoke curriculum they need short term to support them to make the best progress. Within this, students are given bespoke timetables, additional pastoral interventions,</p> <p>Student study: Maths GCSE, English Literature, English Language GCSE, Science GCSE and Photography GCSE. Additionally, they attend a work placement for two days per week.</p> <p>These interventions will be constantly reviewed to ensure their continued effectiveness and modified if necessary.</p> <p>We have provided specialist staffing in this area with both non-teaching staff to support the behavioural and academic sides for the students. By providing additional staff across the Academy, this has allowed specialists to teach here.</p> <p>We have also funded off site providers Project 25 for this cohort of students. This allows them to be based in a work placement 2 days per week in an area of their interest. From this they will develop industry links and it will improve their post 16 chances of employment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4,5,6
<p><b>Student support teams</b></p>	<p>The school has dedicated support staff (Pastoral Year Leaders) assigned to each year group. They aim to improve students' behaviour, attendance, Investment in Learning and outcomes. A proportion of the Student welfare salaries comes from the Pupil Premium Allocation.</p> <p>We have also funded an additional position as Pastoral Team Manager for the 2023-24 academic year to better support the students and pastoral team in dealing with the behaviour. This will increase the</p>	1,3,5,6

	<p>consistency of implementation of our policies and support the staff further when working with the students.</p> <p>Where there is a concern over a student's behaviour at school or in class, they will support the student in a variety of ways to help them modify their actions. This will often include regular parental meetings and links with other agencies where necessary.</p> <p><a href="#">Aspiration interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Behaviour in Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
<b>Vulnerable Learners Network</b>	<p>This provides an opportunity for all professionals in the Academy to ensure all student needs are met and provide a holistic overview of students.</p> <p>Where students require additional support for an attendance, behavioural, SEND or other area the support will be coordinated and graduated through these meetings to ensure all professionals have understanding of the barriers to learning or achievement that each individual student faces.</p> <p>Interventions are continually reviewed for each year group and overseen by the SENDCo and Vice Principal.</p>	1, 2, 4, 6
<b>Transition (including early transition programme for vulnerable disadvantaged pupils)</b>	<p>A selected group of pupils each year have a targeted, bespoke transition programme which gives them an insight into the Academy. These students are carefully identified to ensure the right package of support is in place, this has included early evening tours (after the building is emptied of students) and visits to them within their primary setting.</p> <p>Sir Thomas Wharton Academy staff periodically visit primary schools in order to deliver sessions with a view to forming positive relationships with students, parents and the primary staff.</p> <p>Primary students also visit the Academy to experience our facilities and ease the fear of transitioning that some students feel.</p> <p>Transition is now strategically led by a Student Achievement Leader, supported by SENDCo and KS3 Transition Coordinator for Literacy.</p> <p><a href="#">Aspiration interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Behaviour in Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	1,3,5,6
<b>Continued review of 'Investment in Learning' of students and</b>	<p>Research shows that increased engagement leads to increased performance in school. Likewise, increased achievement leads to increased engagement. The converse of this effect is also observed (Lee, Byrk and Smith, 1993)</p>	3,4,5,6

departments to implement interventions to address this	<p>Increase in line management of student achievement leaders from this perspective by the Assistant Principal to support this.</p> <p><a href="#">Aspiration interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Improving Behaviour in Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £82,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Raise attendance through rigorous systems.</b></p> <p><b>Increase staff supporting attendance.</b></p> <p><b>External support agencies will be appointed to improve attendance.</b></p>	<p><a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>Pupils must be in school and be invested before they can access learning. More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Attendance strategies:</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality led by an Associate Assistant Principal, supported and line managed by the Vice Principal. Part of the premium is used to part fund these salaries.</li> <li>• A proportion of our 'Pastoral Year Leader' and 'Attendance Officers'' time to support the attendance of our low attending disadvantaged students. This premium is used to part fund the attendance work of the 'Pastoral Year Leaders' and the 'Attendance Officers'. The team has recently been increased to two attendance officers to allow greater support for students and families to increase attendance.</li> <li>• Daily contact home by attendance team to students with absences, longer term medical and students who are a cause for concern. Key staff also works with families (pupil premium focus) conducting visits to those who may not engage as well over the phone or come into school to meet. AAP directs home visits for attendance team and arranges for students who are visited to return into school later that day.</li> <li>• 'Target 10' strategy to target 10 disadvantaged students each half term who have attendance below 90% and any missed attendance results in immediate calls with overview of insights into attendance. Increased communication and relationships with parents/carers built to support attendance.</li> <li>• SLT year 11 mentoring. Each member of SLT mentors a year 11 disadvantaged student on their attendance to improve these from below 90% and support with their overall achievement in year 11.</li> <li>• Once registers are completed SWM and pastoral teams support the attendance team in allocated time slots each day, across all periods. SWM are protected from on call duties to allow</li> </ul>	1, 2, 6

	<p>them to then conduct home visits for students who are not in. This also includes welfare checks for students whose parents have rung in. The purpose of these meetings is to ensure families feel supported and know they can work with the school to ensure the best for their child.</p> <ul style="list-style-type: none"> <li>• PLD for Tutors all staff are working to improve attendance, with a new responsibility to contact home through class charts reading tutor group attendance.</li> <li>• 'Rewards for all' for good attendance- raffle tickets given each week into attendance raffle each half term.</li> </ul> <p>Specific attendance Strategy plan for disadvantaged learners provides in depth detail of the individual actions. <a href="#">STWA Disadvantaged Attendance Strategies 23-24..docx (sharepoint.com)</a></p> <p><a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	
<p><b>Embedding our Academy Vision and Key Drivers.</b></p>	<p>The embedding of our Vision and Key Drivers. These are rooted in high expectations, no excuses and world-class learning. This were created with the input of all staff and students. The Vision and Key Drivers underpin everything that happens within the academy.</p> <p>This is part of our whole school ethos and aids the academy in consciously avoiding stereotyping disadvantaged students by referring to them as a group (Supporting the Attainment of Disadvantaged Pupils, DfE; November 2015). This vision sets the highest expectations for all students.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> <li>• additional 'motivational speaker' sessions focussed on disadvantaged students.</li> <li>• the embedding of the 'vision' around the school, particularly the new classrooms: signage, photo boards, quotes, displays etc.</li> <li>• a % salary of senior leader role who will lead the enrichment and character education curriculum.</li> </ul>	<p>1,3,5,6</p>
<p><b>Competition-based house system</b></p>	<p>The premium funds a proportion of the running and delivery costs of our competition-based house system.</p> <p>Instilling the confidence for all students to earn as many points as possible for their house through competition and 'weekly wins'.</p> <p>The cost covers:</p> <ul style="list-style-type: none"> <li>• The resources for the House assemblies</li> <li>• House system marketing and signage</li> <li>• The running costs e.g., competitions, enrichment opportunities</li> <li>• A TLR for a member of staff to run the house system</li> </ul>	<p>1,4,5</p>
<p><b>Behaviour system</b></p>	<p>Pupils must be in school and able to pay attention before they can access learning. More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and</p>	<p>1,2, 3,4,5</p>

	<p>training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>Consequences behaviour system (simple, clear, 100% system) Staff PLD and constant refinement Active support – Good, constant, active presence around the academy.</p> <p>Counselling - The school has dedicated, trained members of staff who provide counselling to students where needed. These are non-teaching staff so are available all day to allow students to access support. The PP allocation is used to fund a proportion of the cost.</p> <p>Pastoral support provided by both the SAL and SWM. These staff also form relationships with families in order to break down any barriers.</p> <p><a href="http://behaviourinterventions.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Satchel: One and other homework and revision platforms (Sparx Maths and Tassomai)</b></p>	<p>The use of Satchel: One is aimed to improve the quality of homework set by staff for students. All homework is now set via Satchel: One and is aimed at either prepping students for upcoming learning or embedding recent learning. This will ensure that homework has a beneficial impact on learning.</p> <p>This App based program allow staff to set homework electronically, either assignment, tests and quizzes. Students are able to hand in work to the class teacher or submit homework online. Completion of homework is logged in the App and is available to be seen by teachers, students and parents with students and parents receiving reminders of deadlines for homework.</p> <p>Students will be set homework in line with the school policy and satchel one allows leaders to quickly quality assure how staff follow the policy also the quality of work set. Improved homework completion will lead to increased e-praise points.</p> <p>Tassomai and Sparx maths are online platforms that allow students to complete homework and revision bespoke to them. The websites and apps allow students to revise across a wide range of subject areas and have resulted in improved GCSE performance if used appropriately. Staff can assess completion and will track disadvantaged student completion specifically.</p> <p>Reports are also available to leaders including the completion rate of groups of students, such as disadvantaged.</p> <p><a href="http://www.sparxmaths.com/the-science-of-learning-it-s-why-tassomai-works/">The science of learning, it's why Tassomai works! — Tassomai Homework-length-trials-2018.pdf (sparxmaths.com)</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Good quality Careers Education and Life Skills</b></p>	<p>Students are targeted to receive Careers education at different times through the year to supplement their curriculum. This takes many different forms and involves a large number of outside agencies to provide bespoke Careers advice and education to meet the individual's needs.</p> <p>Level 6 trained member of staff who comes into the Academy to lead careers.</p>	<p>1, 3,5</p>

	<p>The Academy coordinates the following activities to enhance student awareness of careers and the steps students need to take to allow them to follow a chosen career path:</p> <ul style="list-style-type: none"><li>• Careers Fair to all years showcasing a wide range of employers and higher education providers</li><li>• Specific assemblies focussing on alumni students showing careers possible to students at STWA.</li><li>• HeppSY provision, providing links to higher education through university taster days/revision days</li><li>• Specific 'Life Skills' teachers deliver a 5-year curriculum 1 hour per week.</li></ul> <p><a href="#">bit67-cec-report_v3.pdf (careersandenterprise.co.uk)</a></p>	
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**Total budgeted cost: £372,847**

## 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 2022 to 2023 academic year.

Baskets	2019 Nat Av		2019 Results		2022 Results		2023 Results	
	All	PP	All	PP	All	PP	All	PP
Attainment 8	46.70	36.70	44.50	38.00	45.43	32.33	50.42	34.97
% of students grade 4+ E+M	66%	45%	67%	56%	64%	36%	68%	34%
% of students grade 5+ E+M	44%	25%	41%	33%	41%	14%	55%	23%
% Eng Baccall Entry	41%	-	15%	14%	18%	8%	15%	7%
% of standard Eng Baccal (4+)	25%	-	7%	5%	16%	6%	15%	7%
% of strong Eng Baccal (5+)	18%	-	4%	2%	14%	4%	15%	7%
Eng Baccal APS	4.15	-	3.57	3.18	6.2	5.3	7.2	6.1
Average Attainment English	4.70	-	4.69	4.16	4.80	3.44	5.26	3.77
Average Attainment Maths	4.25	-	4.41	4.00	4.22	3.02	4.84	3.16
Average Attainment Ebacc	4.37	-	4.05	3.58	4.16	2.89	4.62	3.00
Average Attainment Open	4.57	-	4.68	3.74	4.97	3.58	5.46	4.07
Maths 7+	19%	-	13%	7%	13%	4%	24%	9%
Maths 5+	46%	-	48%	47%	46%	22%	58%	23%
Maths 4+	67%	-	73%	67%	67%	42%	74%	39%

<b>Maths 1+</b>	-	-	99%	98%	97%	92%	99%	95%
<b>English Best 7+</b>	-	-	11%	7%	20%	6%	28%	7%
<b>English Best 5+</b>	-	-	58%	51%	58%	30%	67%	36%
<b>English Best 4+</b>	-	-	77%	63%	72%	50%	78%	52%
<b>English Best 1+</b>	-	-	99%	100%	96%	92%	99%	95%
<b>Science 77+</b>	-	-	9%	2%	12%	3%	20%	8%
<b>Science 55+</b>	48%	-	29%	28%	48%	18%	54%	26%
<b>Science 44+</b>	66%	-	53%	45%	63%	33%	69%	38%
<b>Science 11+</b>	-	-	99%	98%	98%	85%	99%	96%

### Teaching:

Pupil premium progress has improved over the past two years. In the past 12 months GCSE progress has improved by 0.43 of a grade. Pupil premium high attaining students have improved by 0.68 of a grade since 2022. This is an increase of a full grade since 2019 outcomes.

Average progress of PP boys has increased by 0.51 of a grade since 2019 and progress of PP girls has increased by 0.2. PP girls still make on average greater progress in the Academy compared to PP boys but this gap is closing.

There is still a progress gap of a full grade between PP students and NPP students in the Academy.

The pathways model has continued to be used to identify and track the progress of pupil premium students. The supporting teaching and learning strategies continue to be embedded. Pupil tracking via the KS3 data system has improve the quality of pupil premium data prior to KS4 and allowed a forensic focus on work scrutiny to judge performance against age related expectation.

Student voice indicates that students like the consistent approach across departments and this has raised expectations of teachers with regards to extended writing. We continue to use our lesson cycle across the Academy.

The RAP process was used to track progress and design intervention and follow-up with reference to underperformance. In-year data tracking is provided via the governor's impact report.

### Targeted academic support:

There is a pupil premium gap in terms of homework completed within the Academy. This is something that we will be working on throughout the current academic year. Last year, on average, disadvantaged students completed 12% fewer pieces of homework than their non-disadvantaged peers.

Tutor time and reading age analysis and intervention, have ensured that students with barriers to progress based upon literacy skills can receive impactful intervention. The culture of reading in the school is strong, and increasingly provides a platform for all students to access every area of the challenging curriculum.

### Wider strategy:

Attendance amongst disadvantaged students during the 2022-23 academic year was 85.18% compared to non-pupil premium students which was 91.28%. This is broadly in line to the previous 2021-22 academic year and there has been no improvement in the attendance gap in the past two years. We are continuing to work on this through a change of staffing and strategies in this area.

Behaviour of disadvantaged students at the C3 level (classroom disruption) is broadly in line with non-disadvantaged students and the strategies implemented over the last year to work on self-regulation of students have worked at this level. Where students are given a C4 (removed from a lesson), this is slightly higher for disadvantaged students. 60% compared to 40% of non-disadvantaged students. Further work needs to be done with the students displaying more challenging behaviour.

### 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
Dr Frost Maths	Dr Frost (nominal fee)
White Rose Maths	White Rose
Reading Plus	Reading Solutions UK

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- Continuing with the student Pledges that inform and drives our school vision and combats key barriers to learning for our students, including those who are eligible for pupil premium. We will work together to ensure that Sir Thomas Academy students have high aspirations and leave school with the academic achievements and work ethic required to access a career or educational pathway of their choice. They will have the skills, qualifications, and character habits to be self-sufficient and to support their families and thrive in a competitive world.

### Implementation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We will adjust our plan over time to secure better outcomes for students.