

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Thistley Hough Academy
Number of pupils in school	1099
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 3 Years
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Noel Kennedy
Pupil premium lead	Jonathan Law
Governor / Trustee Lead	Sarah Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£394,800

Part A: Pupil premium strategy plan

Statement of intent

At Thistley Hough, we pride ourselves on delivering an ambitious, broad and balanced curriculum, enabling every student to be successful, responsible, resilient, confident and skilled young people. We believe in equity and ambition for all; through an unwavering commitment to closing the attainment gap.

Pupil Premium is the name given to extra funding the government allocates to schools to support students from disadvantaged backgrounds. Thistley Hough Academy is committed to using this funding to narrow the gaps in the outcomes of students from disadvantaged backgrounds compared to their peers, so that they are fully able to make the most of future opportunities when presented.

To achieve this, Thistley Hough Academy will focus on providing Quality First Teaching in lessons, along with a wide range of interventions to help disadvantaged student's close the attainment and progress gaps.

We will provide additional pastoral support and career guidance to raise aspirations of students we identify as in need, to ensure they are aware of possible career paths and the steps needed to get there at each stage of their learning. We work to maintain high levels of attendance so that students are in school to access lessons and other learning opportunities so that they are able to achieve the best possible outcomes.

We will facilitate pupils accessing a wide range of enrichment experiences, both in and out of school, which will positively impact on their academic achievement, well-being and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Progress</p> <p>Disadvantaged students enter Thistley Hough Academy with lower levels of attainment than their non-disadvantaged peers. This prevents them from making as good progress in EBacc subjects.</p>
2	<p>Levels of Literacy</p> <p>Standardised testing demonstrates that PP eligible students at Thistley Hough are entering the Academy below their non-PP eligible peers in literacy. This impacts on student's progress in all subjects, particularly EBacc subjects.</p>
3	<p>Attendance and Persistent Absence</p> <p>Attendance of disadvantaged students is lower than non-disadvantaged students. In the Academic Year 2022 - 2023 this was a difference of 4.98%.</p>
4	<p>Cultural Capital</p> <p>Some of our disadvantaged students do not have the same access to cultural capital opportunities as their non-PP peers. This means that they are also less likely to participate in student leadership groups and participate in extra-curricular activities.</p>
5	<p>Low Aspiration</p> <p>Low aspiration and motivation of some disadvantaged children and their families. This includes a lack of understanding of possible education and career pathways.</p>
6	<p>Parental Engagement</p> <p>Lack of parental engagement with the school with some of our disadvantaged families.</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
To have no gap between disadvantaged and non-disadvantaged student outcomes.	<p>The Attainment 8 of Disadvantaged Students will improve in Summer 2025 in comparison to Summer 2024.</p> <p>The Thistley Hough Academy aspiration is to achieve outcomes for disadvantaged students in line with all students nationally.</p>
To have no gap between disadvantaged and non-disadvantaged attendance.	<p>Increased attendance levels for PP students so that their attendance falls in line with Non-PP students.</p> <p>The target is for all student groups to have attendance of 96% or better across the Academy.</p> <p>A reduction in the number of persistent absentees (PA) amongst students eligible for PP.</p>
To ensure that all teachers receive detailed information about disadvantaged students and share strategies that work well with key individuals.	<p>Teachers will know which of their students are eligible for Pupil Premium Support through weekly all staff briefings, focussed discussion in line management meetings and faculty meetings as well as Quality Assurance in place to monitor teaching and learning in regards to Pupil Premium.</p> <p>Teachers will share successful strategies to share good practice in the teaching of PP students through on-going high quality CPD.</p>
To ensure that all staff receive high quality CPD throughout the Academic year on 'Disadvantaged First Strategies' to support Quality First Teaching within the classroom.	<p>Disadvantaged students are targeted first, ensuring their engagement in lessons and improved progress in lessons. This can include through questioning, support and feedback within the lesson.</p> <p>QA will evidence this strategy in practice.</p>
To ensure that student welfare issues, including mental health and well-being relating to PP students are identified and dealt with appropriately and swiftly through	<p>SEMH issues are identified swiftly and appropriate interventions put in place to mitigate challenges for students through in school support systems.</p> <p>Pastoral data including attendance, safeguarding and behaviour is monitored and responded to in a timely and effective manner.</p>

effective monitoring of Academy wide pastoral data.	
To ensure PP students are ready and resilient learners who are responsible for their Behaviour for Learning.	<p>Reduction in internal suspensions for PP eligible students by student numbers and number of sessions.</p> <p>The rewards system will celebrate students' achievements with disadvantaged students' behaviour and rewards in line with non-disadvantaged students on Arbor.</p>

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: £165,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment, retention and professional development of staff to ensure high quality first teaching in all subjects.</p> <p>Targeted CPD for ECT staff and NPQ qualifications for middle and senior leaders.</p>	<p>Staff development will be centred on ensuring effective implementation (good teaching).</p> <p>Whole academy focus on the following areas identified by the EEF:</p> <ul style="list-style-type: none"> • Feedback (+6 months) • Individualised instruction (+4 months) • Metacognition and self-regulation (+7 months) 	<p>1</p> <p>2</p>
<p>Provide an effective language acquisition curriculum for all PP eligible students identified as EAL – through intervention and in-class provision.</p>	<p>There is a cross-over of students at the academy who are PP eligible and EAL. These students need specialist support through our EAL intervention provision in order to support language acquisition, access the curriculum and achieve.</p>	<p>1</p> <p>2</p> <p>5</p>

<p>Implement a whole-school reading strategy in which students are exposed to rich, challenging texts which support the curriculum and develop a positive 'reading culture' in the Academy.</p>	<p>EEF guidance from the Teaching and Learning Toolkit identifies reading comprehension strategies as high impact (+6 months).</p> <p>The EEF also states that 'on average, disadvantaged children are less likely to own a book of their own and read at home with family members.. and may not acquire necessary skills for reading and understanding challenging texts'.</p>	<p>1 2 4 5</p>
<p>Faculty leaders are to revisit what their faculty do to support disadvantaged students in the classroom to ensure they make expected progress.</p> <p>Provide meeting time for teachers to discuss and share best practice in supporting PP students in their lessons.</p> <p>Robust quality assurance processes implemented at faculty level to ensure consistency in the implementation of strategies and resulting positive outcomes.</p>	<p>Teachers are positively and proactively targeting and planning for the individual needs of the disadvantaged students so that they can make accelerated progress compared to other students.</p> <p>Disadvantaged students often arrive at secondary school behind their peers academically and need to make accelerated progress in order to catch up with their peers.</p>	<p>1 2 4 5</p>
<p>Create an Academy wide culture where disadvantaged students are ready and resilient learners that are responsible and resourceful in their learning. This includes ensuring that all students are equipped for their lessons and the Academy day.</p>	<p>The EEF says that, 'metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress'.</p> <p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • Homework (+ 5 months) 	<p>1 2</p>

Monitoring, evaluation and Quality Assurance of teaching and learning which includes proportional representation of PP students in 'book looks' and student voice.	<p>The EEF website states: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • Collaborative Learning Strategies (+5 months) • Feedback (+6 months) 	1 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,145		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged students in Year 11 are targeted an additional range of interventions to close the gap. These interventions will include after school sessions offered at faculty level.	<p>The EEF suggests that intensive tuition in small groups can be effective if used to provide support to 'lower attaining learners or those who are falling behind'.</p> <p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • One-to-one tuition (+5 months) • Small group tuition (+ 4 months) 	1 2 5
Implementation of a structured and targeted literacy programme utilising tested programmes and strategies such Drop Everything And Read, Lexia, NGRT testing and Ruth Miskin.	<p>Structured intervention groups are evidenced by the EEF to be high impact. Reading and literacy interventions will increase student's ability to access learning across the curriculum.</p> <p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • Reading intervention strategies (+6 months) • Phonics (+5 months) • Oral language interventions (+6 months) 	1 2 5

Summer school to be provided supporting the transition of disadvantaged students to be run by teaching staff, support staff and external providers.	Evidence from the EEF suggests that summer schools indicates that this can have an impact of +3 months for students.	1 2 3 4 5 6
The use of additional study skill support for students in Year 11 through the explicit teaching of metacognitive strategies to enable them to better prepare for their exams and support progress. This includes use of the National Tutoring Programme.	The EEF states that metacognition and self-regulation has a +7 month impact on progress. There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulation strategies without explicitly being taught them. The EEF Toolkit indicates: <ul style="list-style-type: none"> • Metacognition and self-regulation (+7 months) • Mentoring (+2 months) • One to one tuition (+5 months) 	1 2 5
Use of GL assessments to provide an accurate baseline assessment data to enable improve understanding of students' knowledge, skills and deficit areas.	EEF guidance on assessment and feedback identifies both as essential learning tools. GL assessments enable identification of students working below expected standards allowing targeted interventions both in and out of lessons. The EEF toolkit indicates: <ul style="list-style-type: none"> • Individualised instruction (+4 months) • Small group tuition (+3 months) 	1 2 5

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

Budgeted cost: £137,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Identified PP eligible students experiencing significant challenges to access our in-school Counsellor.</p>	<p>Evidence shows that children and young people experiencing challenges, disadvantage and underachievement lack confidence, find learning challenging, develop differently and have limited participation in society.</p> <p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • Mentoring (+2 months) 	<p>3 5 6</p>
<p>Prioritise targeted CEIAG one-to-one meetings for PP eligible students at risk of becoming NEET with our in school Careers Advisor.</p>	<p>DfE data shows that 6.5% of all students nationally were NEET. At Thistley Hough we aim for 0% NEET.</p> <p>The EET figure based on known placements in June 2021 was 95% compared to a Local Authority average of 93%.</p>	<p>4 5</p>
<p>RAP (Raising Achievement and Progress) meetings identify barriers and assign key workers to underachieving disadvantaged students.</p> <p>Priority for boys and high prior attaining students.</p>	<p>The EEF toolkit indicates:</p> <ul style="list-style-type: none"> • Individualised instruction (+4 months) • Mentoring (+2 months) • Aspiration Interventions 	<p>1 2 3 5</p>
<p>Effective monitoring and interventions from Attendance Officer to reduce the levels of Persistent Absence for disadvantaged students. This is to be in collaboration with interventions from Heads of Year and should include communication with parents.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1 3 6</p>

<p>Newly appointed Behaviour Manager to support with behaviour and pastoral support across the Academy with a focus on Pupil Premium students by intervening as early as possible through monitoring of behaviour patterns of students.</p> <p>Reward strategies to be used to engage and motivate students to have high aspirations with a focus on achievement.</p>	<p>The EEF Toolkit indicates:</p> <ul style="list-style-type: none"> • Behaviour Interventions (+4 months) • Mentoring (+2 months) • Aspiration Interventions • Parental Engagement (+4 months) 	<p>1 3 5 6</p>
<p>Head of Year strategic overviews for each year group including accountability for achievement, attendance and behaviour.</p> <p>Implement a multifaceted approach to Inclusion which includes excellent parental engagement.</p>	<p>Strong leadership in the areas of behaviour, rewards and attendance is essential. There is a strong correlation at the academy of poor behaviour, low attendance and disadvantage.</p> <p>Attendance of PP students continues to be lower than of their peers in 2021-22.</p> <p>The EEF toolkit indicates:</p> <ul style="list-style-type: none"> • Behaviour interventions (+4 months) • Mentoring (+2 months) • Parental Engagement (+4 months) 	<p>1 2 3 4 5 6</p>
<p>Duke of Edinburgh to develop student's character and build their confidence, resilience and knowledge so they can keep themselves mentally healthy as well as build on their team working skills.</p>	<p>The Sutton Trust found that there are substantial socio-economic gaps in access to extra-curricular activities with students from disadvantaged backgrounds less likely to take up activities than their non-disadvantaged peers (46% compared to 66%).</p>	<p>4 5</p>

<p>Student leadership and extra-curricular uptake to be monitored.</p> <p>Direct actions are to include leadership and team building events.</p> <p>Student voice is to identify any barriers to enable raising of aspirations and self-belief.</p>	<p>The target is for all student leadership roles to have equitable representation of disadvantaged students to the Academy percentages.</p>	<p>4 5</p>
<p>Funding of educational visits and Peripatetic music tuition to increase access to Cultural Capital for disadvantaged students.</p>	<p>Evidence shows that increased access to Cultural Capital can positively impact academic outcomes for students. The Academy aims that attendance for trips will be proportional to the number of PP students in the Academy.</p> <p>The EEF toolkit indicates:</p> <ul style="list-style-type: none"> • Arts Participation (+3 months) 	<p>4 5</p>
<p>Increases in parental engagement in parents evening and 'buy in' to Academy interventions.</p>	<p>The Academy aims for all parents to engage in Academy events. Where this is not possible, summary reports will be produced and parents engaged in a phone call to discuss the summary.</p> <p>The EEF toolkit indicates:</p> <ul style="list-style-type: none"> • Parental Engagement (+4 months) 	<p>1 3 5 6</p>
<p>Identify and alleviate personal barriers such as access to uniform, transport, equipment and resources</p>	<p>Disadvantaged students will have all learning resources identified by department leaders as necessary to success in their subject areas.</p>	<p>1 5</p>

Total budgeted cost: £394,800

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 between 2019 and 2024.

Challenge 1	Attainment and Progress				
	Headline figures – Progress 8				
		2019	2022	2023	2024
	Pupil Premium	-0.62	-0.43	-0.15	-0.07
	Non Pupil Premium	-0.11	-0.05	+0.28	+0.3
	Attainment 8				
		2019	2022	2023	2024
	Pupil Premium	32.46	38.94	37.68	37.5
	Non Pupil Premium	38.66	46.42	45.13	47.83
Subject	Attainment 8 PP	Attainment 8 Non-PP	Attainment 8 Gap		
English (2022)	8.88	10.52	-1.64		
Maths (2022)	6.62	8.37	-1.75		
EBacc (2022)	10.12	12.88	-2.76		
Open (2022)	13.33	14.65	-1.32		
English (2023)	8.48	9.92	-1.44		
Maths (2023)	6.88	8.36	-1.48		
EBacc (2023)	9.84	12.36	-2.52		
Open (2023)	12.48	14.46	-1.98		
English (2024)	8.55	10.44	-1.89		
Maths (2024)	7.68	9.7	-2.02		
EBacc (2024)	10.61	13.88	-3.27		
Open (2024)	11.46	13.81	-2.35		
Subject	Progress 8 PP	Progress 8 Non-PP	Progress 8 Gap		
English (2022)	-0.29	+0.28	-0.57		
Maths (2022)	-0.85	-0.31	-0.54		
EBacc (2022)	-0.82	-0.29	-0.53		
Open (2022)	-0.06	+0.21	-0.27		
English (2023)	-0.14	+0.43	-0.29		

	Maths (2023)	-0.44	+0.03	-0.47												
	EBacc (2023)	-0.48	+0.05	-0.53												
	Open (2023)	+0.05	+0.58	-0.53												
	English (2024)	-0.1	+0.45	-0.46												
	Maths (2024)	-0.03	+0.48	-0.51												
	EBacc (2024)	-0.25	+0.27	-0.52												
	Open(2024)	-0.25	+0.1	-0.26												
Challenge 2	<p>Levels of Literacy</p> <p>Pupil Premium students engaged with literacy programmes throughout the year. An Assistant Principal for Literacy and Oracy has been appointed to further implement and track interventions. Outcomes in English improved in Years 7 – 11 in 2022-23 as a result of intervention strategies. NGRT testing has shown that interventions have resulted in 89% of students demonstrated progress in their reading age.</p>															
Challenge 3	<p>Attendance and Persistent Absence</p> <p>Attendance of disadvantaged students remains a priority focus at Thistley Hough Academy. Work is on going throughout the 2023-24 academic year to improve attendance across the Academy.</p> <table border="1"> <thead> <tr> <th></th> <th>PP Average Attendance</th> <th>Non - PP Average Attendance</th> </tr> </thead> <tbody> <tr> <td>2021-2022 AY</td> <td>87.98%</td> <td>92.51%</td> </tr> <tr> <td>2022-2023 AY</td> <td>86.77%</td> <td>91.75%</td> </tr> <tr> <td>2023-2024 AY</td> <td>87.12%</td> <td>92.13%</td> </tr> </tbody> </table>					PP Average Attendance	Non - PP Average Attendance	2021-2022 AY	87.98%	92.51%	2022-2023 AY	86.77%	91.75%	2023-2024 AY	87.12%	92.13%
	PP Average Attendance	Non - PP Average Attendance														
2021-2022 AY	87.98%	92.51%														
2022-2023 AY	86.77%	91.75%														
2023-2024 AY	87.12%	92.13%														
Challenge 4	<p>Cultural Capital</p> <p>Pupil Premium students were engaged with a range of extra-curricular opportunities during their time at Thistley Hough Academy. This continues to be a priority with greater monitoring in ensuring that all opportunities have equitable numbers of Pupil Premium students engaged. Increased numbers of Pupil Premium students are engaging with extra-curricular activities as a result of support provided.</p>															
Challenge 5	<p>Low Aspiration</p> <p>Raising aspirations remained a focus for the Academy in 2024-25 with support from external providers, university engagement opportunities such as 'Brilliant Club', as well as internal interventions to increase motivation and aspiration.</p>															
Challenge 6	<p>Parental Engagement</p> <p>Opportunities increased across 2024-25 to raise parental engagement through parents evening attendance, communication, English and Maths parental workshops and additional pastoral strategies.</p>															

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
Tassomai	Murray Morrison
Educake	Educake
Lexia	Rosetta Stone Ltd
Sparx	Maths/ Reader
Arbor	Arbor
Fresh Start	Ruth Miskin

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?	