

Pupil Premium Strategy Statement

1. Summary information					
School	Thornleigh Salesian College				
Academic Year	2020-2021	Total PP budget	£347,075	Date of most recent PP Review	
Total number of pupils	1600	Number of pupils eligible for PP	263	Date for next internal review of this strategy	

		Pupil P		Non Pupil P	
Year	Cohort	No	%	No	%
7	272	55	20.2	217	79.8
8	271	45	16.6	226	83.4
9	267	56	21.0	211	79.0
10	260	53	20.4	207	79.6
11	229	31	13.5	198	86.5
Years 7 - 11	1299	240	18.5	1059	81.5
12	174	10	5.7	164	94.3
13	140	13	9.3	127	90.7
Years 12 -13	314	23	7.3	291	92.7

2. Current attainment

	Pupils eligible for PP (AHRC)	Pupils not eligible for PP (AHRC)
	71 (31.4%)	155 (68.6%)
% achieving (Eng & Maths 4+)	69.0% (7.1% gap)	76.1%

2020 GCSE RESULTS

	No.	%	Attainment 8	Progress 8
Pupil P	71	31.4	46.92	0.08
Non-Pupil P	155	68.6	53.80	0.37
Gap			6.88	0.29

KS2 Prior Attainment Bands								Percentage Achieving	
	No.	%		No.	%	A8	P8	Eng & Maths 5+	Eng & Maths 4+
Upper	107	47.3	Pupil P	28	39.4	61.86	0.13	85.7	100.0
			Non-Pupil P	79	51.0	64.51	0.36	83.5	94.9
Gap				51	11.6	2.65	0.23	-2.2	-5.1
Middle	87	38.5	Pupil P	32	45.1	40.91	0.11	15.6	62.5
			Non-Pupil P	55	35.5	44.40	0.44	30.9	65.5
Gap				23	-9.6	3.49	0.33	15.3	3.0
Lower	24	10.6	Pupil P	10	14.1	25.63	-0.15	0.0	10.0
			Non-Pupil P	14	9.0	28.21	0.11	0.0	7.1
Gap				4	-5.1	2.58	0.26	0.0	-2.9

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Lower starting points in relation to numeracy and literacy for PP pupils.	
B.	Middle attaining PP pupils struggling to make the same progress as non-PP middle attainers.	
C.	PP students making less progress than their peers across KS3 and KS4.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Lower attendance rates for pupils eligible for PP (Attendance for PP at TSC up to March 2020 = % compared to % for all PP pupils nationally.)	
E.	Lower aspiration for some PP pupils with literacy and numeracy barriers of parents, resulting in a lower stake hold in the school; subsequently, resulting in non-attendance of parents' evenings etc.	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Narrowing the gaps between PP and non-PP learners in Year 7 and 8, with numeracy and literacy performance.	To close the gaps in reading and numeracy and literacy for all pupils by the end of year 8.
B.	To maintain TSC's aspirational culture improving the aspirations of all PP learners providing authentic careers and work experience opportunities; supporting HA PP pupils through university visits assisting students in realising their ambitions. CEIAG work carried out by OB and HG will offer bespoke guidance for PP students offering them clear pathways to post-16 education.	All disadvantaged learners to be in education, employment or training post-16.

C.	Improved attendance rates for PP learners.	Better achievement, resulting in positive attainment for PP students.
D.	Reduced progress gap between PP and n-PP learners by the start of KS4, improving literacy strategies that allow students to access the curriculum more successfully.	To reduce attainment gap for current Year 11 cohort.

5. Planned expenditure

Academic year

September 2020-July 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all, targeted support and other initiatives:

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Narrowing of gaps between PP and non-PP learners.	<p>* The Government's catch-up premium support will be used to help all students to make up for lost teaching time during the current pandemic. The money will almost exclusively target all PP learners.</p>	<p>*EEF - Peer tutoring +5 months.</p>	<p>* <i>Tuition Partners</i> will offer a range of approaches, including online, face-to-face and hybrid models and small-group and one-to-one tuition. identify the students (11-18) most likely to benefit from additional support across a variety of subjects.</p>	<p>*MF, EK, CT, CHS</p>	<p>*December 2020</p>
	<p>Newly appointed HLTAs English and Maths to work with PP learners to address gaps in knowledge. They will also support in option subjects differentiating learning activities so they can access the curriculum more successfully.</p>	<p>Sutton Trust - Individualised instruction +2 months progress. <i>'Leaders must ensure that teachers use the information that they have about this group of pupils to adapt more carefully how the curriculum is delivered.'</i> Ofsted Nov 2020.</p>	<p>HLTAs will facilitate inclusion of vulnerable students creating and delivering lesson plans bespoke for EHCP students, providing support in classroom management.</p>	<p>CT/HLTA team</p>	<p>Every half-term</p>
	<p>*Newly appointed SENCO will create strategies for students with additional needs. Maths, English and Science teaching will target small group sessions.</p>	<p>*Sutton Trust Reading comprehension strategies +5 months progress.</p>	<p>*Individual Personalised Support Strategies will be implemented and quality assured evaluating their use in the classroom.</p> <p>High quality teaching.</p>	<p>*VA/CT</p> <p>*Core HoDs</p>	<p>*Departmental work scrutiny</p> <p>*Each QA</p>

B: Improved aspirations of learners re: careers, university and achieving outstanding results.	<p>*Careers fair, mock Interviews and university visits will be organised to facilitate a university experience for students, contextualising aspiring PP students.</p>	<p>More PP students attend further education with in school support and visioning.</p>	<p>* University visits for years 10 and 11. HG will select HA PP students for the opportunity to visit a university and raise their aspirations.</p>	<p>*HG/OB</p>	<p>*Quality assure December 2020.</p>
	<p>Careers guidance - All Year 10 and 11 PP learners to have a minimum of 2 careers advice sessions. HG/OB encourage career pathways and after school sessions/zoom sessions that offer real career direction.</p> <p>CVs, letters of application and college visits/zoom interviews.</p>	<p>PP students with literacy barriers will be more successful with coaching. NEET figure will be 100%.</p>	<p>Careers guidance - All Year 11 PP learners to have a minimum of two careers advice sessions starting in Year 11.</p>	<p>HG/OB</p>	<p>Quality assure December 2020.</p>
	<p>*Careers Day for all Year 11. All learners will have made college applications on this day, monitored by HG/OB. The day will be conducted remotely.</p>	<p>*Careers day will improve knowledge and choices of students.</p>	<p>*The involvement of work experience and employers including new initiatives to raise aspirations and broaden student's horizons.</p>	<p>*HG/OB</p>	<p>*Quality assure June 2020.</p>
	<p>The use of external speakers and former students to inspire, support students as they plan their future careers and challenge career stereotyping.</p>	<p>Role modelling vital to breaking down barriers and instilling self-belief for PP students.</p>	<p>Ex-students and external speakers will be specifically selected to inspire PP students.</p>	<p>HG/OB</p>	<p>External speakers to be selected by October half-term.</p>
	<p>*Student council to offer PP platform to shape the direction of the school.</p>	<p>Empowerment and leadership opportunities for PP students.</p>	<p>A targeted substantial PP cohort within the student council will offer a voice, leadership opportunities and potential strategies to support the needs of PP students within Thornleigh Salesian College.</p>	<p>*MF, SP, NM and BS</p>	<p>MF/NM to review termly presenting to SLT.</p>

C: Improved attendance rates for PP learners.	<p>*Emotion coaching CPD for staff to support behaviour management training to motivate difficult to reach PP students in attending school.</p> <p>During the lockdown period, three lists were produced and a rationale for supporting students with vulnerabilities. Priority 1 students included PP vulnerable students in school, all LAC/EHCP/Social work involvement. Priority 2 and 3 lists produced a bespoke package tailored to meet their needs. Students have been taught in bubbles within the Bosco Centre with therapeutic and academic interventions delivered by HLTAs and LSAs. These Vulnerable students, have benefited from face to face contact, with a key teacher who knows them well, assigned to maintain weekly home contact.</p> <p>*Behaviour support team – to reduce fixed term and internal exclusions – including new behaviour policies.</p> <p>Spirals Programme - well as using quantitative data – e.g. (attendance, behaviour, reading scores etc.), consider where the learning is leading – socially, emotionally, intellectually and academically.</p> <p>*Counselling service for PP learners who need additional support to attend school and make good progress.</p>	<p>*Sutton Trust - Social and Emotional learning +4 months progress.</p> <p>The policy followed National Government guidelines in keeping vulnerable students engaged with school, covering statutory requirements for the most vulnerable.</p> <p>*EEF – Parental involvement +3 months. EEF – Behaviour interventions +3 months.</p> <p>At secondary level PP learners are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP learners are three times more likely to receive two or more fixed-period exclusions across the year. (EEF)</p>	<p>*The strategies will target specifically the PP learners in school, to encourage participation and promote success; the Salesian inclusive culture of aspiration. CT and SS will ensure the strategy reaches vulnerable learners.</p> <p>*The CGS team will promote high standards of behaviour of PP learners ensuring they achieve their aspirational grades in the classroom. MD will lead mentoring sessions for small groups of PP learners to promote self-regulation.</p> <p>Spirals team will provide essential support for identified PP students to discuss potential obstacles and barriers that might inhibit their progress at school. It supports collaborative enquiry bringing new perspectives and works best for a sustained period of time when teachers work together and challenge their assumptions developing a culture of enquiry.</p>	<p>*CT and SS</p> <p>MF, SS and CT</p> <p>*CGS team</p> <p>MF, CT and SS</p> <p>*Counsellor to be appointed</p>	<p>*September 2020</p> <p>During the national lockdowns</p> <p>*Throughout the academic year</p> <p>Ongoing</p> <p>*July 2021</p>

<p>D: To promote Literacy Across the Curriculum to reduce learning gaps between PP and Non-PP learners.</p>		<p>*To tailor literacy support for the individual needs of each department, through bespoke activities delivered through the form tutor programme.</p> <p>School drive to improve quality written feedback to ensure systematic, whole school approaches to improving students' cogency and sentence structure introducing vocabulary, connectives, openers and discourse markers.</p> <p><i>'Leaders must ensure that teachers support pupils to produce high-quality written work across the curriculum.'</i> <i>Ofsted Report Nov 5th 2019.</i></p> <p>*Subject specific vocabulary will be addressed with specific spelling of key words.</p> <p>To ensure clear procedures for monitoring literacy across the curriculum through the QA process.</p> <p>*SLT to be used to support the most vulnerable hard to reach PP students with small group/one to one teaching.</p> <p>World book day/World Poetry Week</p>	<p>*Whole school CPD on literacy will train staff and consolidate whole school literacy policy and practice</p> <p>Visible evidence in books will demonstrate the progress made in written responses for PP learners. Each half-term, the quality of feedback will be addressed through work scrutinies in the QA process.</p> <p>*These students will receive bespoke teaching that will engage them more successfully in the curriculum.</p> <p>Staff will promote reading with the promotion of World Book Day, with staff dressing up as a literary character and a series of competitions and inclusive activities targeting PP readers. Mike Garry to be used to target PP learners through poetry, creative writing activities. He will also conduct workshops with PP students over the course of the academic year.</p>	<p>*CHS/CB</p> <p>CHS</p> <p>*CHS/HoDs</p> <p>EK/SLT</p> <p>*SLT</p> <p>CHS/SP</p>	<p>Throughout the academic year.</p> <p>Throughout the academic year.</p> <p>*Throughout the academic year.</p> <p>World book Day</p>

6. Review of expenditure			
Previous Academic Year	September 2020 to August 2020		
Improvement Initiative 2020-21	Description	Expected Impact	Review of impact
To ensure teaching and curriculum matches individual and group needs of students	<p>*Smaller classes have been used for PP students, typically below 20, in structured settings with high quality support and training to improve the progress of PP learners.</p> <p>Sutton Trust - Reducing class size. +3 months progress.</p> <p>SLT teaching of vulnerable PP students.</p>	*To improve the performance of students' attainment in the 2020 examinations.	*Pupil premium high attainers continue to do better at Thornleigh Salesian College than other similar schools.
Pupils to be equipped with skills needed to maximise revision process.	Effective feedback, homework, emotion coaching and self-regulation strategies. Revision guides are provided free for all PP students in English, maths and Science.	To impact on the 11s' performance in the summer examinations.	Self-regulation has significantly improved across the school, visibly measured in work scrutiny, with students responding more effectively to better quality written feedback.