

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year. This funding is used 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	Thirsk School and Sixth Form College
Number of pupils in school	1022
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Emma Lambden
Pupil premium lead	George Hollis
Governor / Trustee lead	Amy Binks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,495
Recovery premium funding allocation this academic year	£47,748
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	£248,243

Part A: Pupil premium strategy plan

Statement of intent

A key initial focus of our planning was in responding to the disproportionate impact that lengthy periods of school closure had upon our disadvantaged students. This pupil premium strategy, which is the third part of a three-year plan, is continuing to focus on eliminating this impact, working to close the gap in attainment and progress levels. It also looks to go beyond the classroom, to support the mental and physical health of our disadvantaged students, to develop their engagement in extra-curricular activities, to inspire them to attend school and to help develop their social 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	Attendance and levels of persistent absence.
2	Behaviour incidences including exclusions
3	Academic engagement and ambition, leading to poorer levels of achievement
4	Wellbeing, mental health and safeguarding concerns.
5	Parental engagement
6	Extra-curricular involvement, including the building of greater social and cultural capital
7	The impact of school closure due to Covid

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
Attendance is brought in line with all other students	Attendance data shows a gap between PP and all students in all year groups. Attendance for all students, PP or otherwise should be at least 95%. We will aim to achieve this and eliminate the gap.
There is a reduction of behaviour incidences including exclusions	Behaviour data will show that we have reduced the number of fixed term exclusions for our PP students.

Academic progress is brought in line with all other students	There will be a closing of the gap in our P8 score, with the aim that all students achieve highly, regardless of their situation
Our PP students engage with the full range of extra-curricular activities, in line with all other students	Attendance monitoring of extra-curricular activities will show that our PP students are attending on the same level as all other students.
Our capacity to both strategically and reactively deal with any mental health issues enables mental health issues to be less of a barrier to a successful time in school	Through working with our pastoral team, inclusion unit and external agencies we will see less lesson time missed due to mental health issues.
Parental engagement with the school is strong and positive	Parental surveys will continue to show consistently positive views of the school, and attendance at events such as parent consultation evenings will be equally high for all students.
Literacy levels rise as students move up from school, so that by year 11 there is no longer a PP literacy gap.	Data will show that our PP students are making swift progress in literacy, so that they are measurably in line with their peers by Year 11.
The impact of school closure on learning is proactively reduced through curriculum planning, classroom teaching and extra tuition.	The PP report in 2021 showed a disproportionate impact of lockdown on disadvantaged students. This backs up findings on a national level by groups such as the EEF. Achievement and progress data should show that we have negated that impact through the proactive implementation of our catch up plan.

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)

The Sutton Trust report of 2011 assessed the impact of teachers on pupil achievement. This found that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for our disadvantaged students the difference between a good teacher and a bad teacher can be the equivalent of a whole year's learning. Therefore the single most important thing we can do to support vulnerable students is consistently work to maintain and improve the quality of teaching and learning. The actions listed below reflect our strategic engagement with improving teaching and learning for all our disadvantaged students.

Budgeted cost: £86,181

Actions <i>NB: Not all of these actions are directly funded out of money received for our Pupil Premium students. However, they are all relevant to the development of our teaching and learning strategy.</i>	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and numeracy coordinator</i>	The impact of improving literacy and numeracy levels is widely acknowledged. The coordinator will sharpen our explicit engagement with this.	3, 7 and 8
<i>Leading a strategic overhaul of the teaching and learning strategy to ensure best quality first teaching.</i>	The greatest impact on progress and attainment comes from high quality first teaching. This is widely cited in reports by institutions such as the EEF and Sutton Trust. This strategic overhaul will look to ensure that our disadvantaged students receive the best teaching possible in every classroom	3, 7 and 8
<i>Investing in IRIS video technology to enable focused reflection and feedback.</i>	IRIS is widely recognised as enabling quality self-reflection and feedback. The use of IRIS is a core strand of our teaching and learning strategy	3, 7 and 8
<i>Proactively developing the monitoring of teaching and learning, distributed across all levels of leadership.</i>	In order to ensure that all teaching reaches the high standards that we expect, the need to monitor and feedback is crucial. This needs to be a part of leadership at all levels in the school, and will support our drive to ensure that all our disadvantaged students receive the best teaching possible in every classroom	3, 7 and 8
<i>Providing extra time for teachers in Maths, English and Science in order to both reduce class sizes and allow for greater small group/individual support.</i>	The EEF and Sutton Trust both acknowledge that smaller group intervention can have significant impact. This time allows for greater strategic engagement with the curriculum and targeting of students who have been identified as needing extra support.	3, 7 and 8
<i>Purchasing of resources to support pupil premium students in certain subjects (eg: extra revision guides).</i>	Whilst all the resources that students need are provided by the school, there are times when we appreciate the need to support our disadvantaged students.	1, 3, 4, 5, 7 and 8
<i>Purchasing of the accelerated reader scheme for Years 7-9.</i>	Accelerated reader provides an impetus to support reading. It provides us with regular data about reading age and, following a report by our librarian in	7 and 8

	March 2021, we can see evidence that it engages our students and supports their literacy.	
<i>Providing relevant CPD for staff.</i>	We want our staff to be highly trained in the most current pedagogy. This ensures that students get the best experience in the classroom. We also fund specific courses/reading and research that are targeted to individuals with specific roles and responsibilities.	Potentially all
<i>Providing relevant pedagogic research and reading for staff.</i>		Potentially all

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

Whilst we have our greatest impact through our teaching and learning, we also understand the importance of more individualised academic support, both individually and in small groups. These actions below represent how we are academically supporting students beyond the classroom

Budgeted cost: £84,462

Action	Evidence that supports this approach	Challenge number(s) addressed
<i>Offering after school national tutoring programme sessions for our students.</i>	The department for education has strongly recommended that this strategy is used. In 2020-23 we offered it to all pupil premium students in year 11.	3, 7 and 8
<i>The provision of holiday school to students</i>	The use of a summer school was also firmly recommended by the department for education. In 2020-21 we offered small group teaching to all the disadvantaged students in the school, both in the summer holiday and the October half term. In 2022 and 2023 we also ran a six day long Easter School.	3, 7 and 8
<i>Offering one to one/small group tuition, mentoring and support through 'pupils are people'.</i>	One to one mentoring is mentioned by the EEF as an effective strategy for supporting students. This mentoring is mainly academic, and supports revision strategies and attitude to learning	Potentially all
<i>Covering tutor time for the Heads of English and Maths, enabling them to strategically</i>	This strategy provides expert support to small targeted groups. The impact of such an approach is widely cited.	3, 7 and 8

<i>intervene with individuals/groups.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Education is not simply about academic progress and attainment. We want to develop students who engage positively with our school values. We want to support our students with their mental sense of wellbeing. We hope that all our students will leave Thirsk with a strong sense of positive social and cultural capital, and an enthusiasm for engaging in extra-curricular activity. In order to achieve this we need to firstly work to raise attendance, and then provide every opportunity for our disadvantaged students to engage in all the opportunities that education offers.

Budgeted cost: £115,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance manager and parent support advisor appointment</i>	Attendance at school enables our students to access all of the other opportunities we offer, both in and outside of the classroom. There is currently a gap between the attendance of our disadvantaged students and all other students. These appointments will help us close this gap.	1 and 5
<i>Inclusion mentoring</i>	Our inclusion unit is designed to support the mental wellbeing of all our students. Proportionately this support is given to large numbers of our disadvantaged students. By supporting their mental wellbeing, and training them to be resilient, we support their learning in the classroom and approach to extra-curricular activities.	4
<i>Extra-curricular funding (eg: provision of musical instruments for students)</i>	Extra-curricular engagement can open up huge opportunities for young people. Wider research is needed on the correlation between engagement in sport/music etc and academic achievement/progress. However, it is anecdotally noted as being important in Thirsk. Therefore we will support our disadvantaged students in engaging with all extra-curricular opportunities.	5 and 6

<i>Transport for students to certain activities/clubs etc.</i>	We provide opportunities for our students that go beyond school, such as engagement with the Thirsk Clock, or outdoor education courses. These opportunities will always be funded for our disadvantaged students.	1, 2, 3, 4, 5 and 6
<i>Supporting students with resources for school including uniform.</i>	If students struggle to wear our uniform then this can have huge impacts on self-esteem and mental wellbeing. We will therefore support students who are struggling with this.	1, 2, 4, 5 and 6
<i>Funding of extra-courses (eg: agricultural course at Cargill).</i>	We provide educational opportunities for our students that go beyond school, such as the Cargill agricultural course. These opportunities will always be funded.	Potentially all
<i>Funding of extra opportunities in supporting work experience, understanding of career opportunities and potential apprenticeships.</i>	We provide huge opportunities for our students to engage with work experience and careers education. Programmes such as the construction course organised by Willmott Dixon. These opportunities will always be funded for our disadvantaged students.	Potentially all
<i>Funding of cashless catering</i>	Some students feel stigmatised for receiving free school meals. The cashless catering system prevents this.	4, 5 and 6
<i>One-to-one discussions with school leaders</i>	We are trying to talk individually with all PP students in the school, discussing their work, attitude to learning, engagement with extra-curricular activities and wider ambitions. Following these discussions individual letters are sent to parents/carers praising and discussing the student. This new approach was partially successful in 2020-21 and will be continued.	Potentially all

Total budgeted cost: £207,449

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.

The basis for the planning of this PP strategy came from a detailed report, written about disadvantaged students at Thirsk School following the Covid Pandemic. This report was published separately on our website, and has formed the basis of our three year plan. A key focus of this plan has been in improving the quality of teaching, as consistent evidence from research bodies such as the EEF point to the fact that the best way of achieving success for our disadvantaged students is through consistently strong teaching in the classroom. The success of this teaching and learning strategy was indicated in our positive Ofsted report in 2022, and has continued to develop in 2022-23, with the use of IRIS and training to support all staff in meeting our teaching and learning model, and developing strong outcomes for our students.

Whilst strong teaching is the basis of success for our disadvantaged students, we are aware that attendance can be a barrier. Numerous aspects of this plan are designed to support strong attendance because, if students are not in lessons, then they cannot benefit from the quality of the teaching. In 2022 there was an attendance gap, with PP students attending 89.2% in contrast to our overall attendance of 92.8 (December 2022). Whilst this is disappointing for us as a school, it is positive in comparison to other schools nationally, where attendance has been an even bigger issue. In December 2023 the attendance of our PP students was down to 87.1%, with all students attending 91.5% of the time. Whilst both figures have dropped, there is a greater dip in the attendance of our disadvantaged students. This will therefore need to be a clear strategic focus in 2023-24.

Beyond these strategies, students have also been supported individually in their academic performance. This has taken place through targeted tutoring, provided after school in supervised, online sessions, and through individual mentoring, as well as through numerous other strategies. This was in addition to ideas such as the annual Easter schools, to which all our disadvantaged year eleven students were invited. Internal tracking data throughout 2021-22 showed the impact of these interventions, with P8 scores for PP students rising from -2.25 in the summer of year 10, to -0.66 in the actual GCSE exams. In 2022-23 there was a less significant rise in p8, going from -0.58 to -0.5 in the same period. However, the gap between PP and non pp students has stayed relatively consistent, with a gap of -0.53 in 2022, and -0.51 in 2023. We will be looking to try and shrink that gap further in 2023-24.

Considerable action has been taken to support our disadvantaged students in engaging with the extra-curricular life of the school. Many trips are fully funded out of this budget, and we have also purchased numerous amounts of kit and equipment that students have needed. Disadvantaged students have been interviewed about their interests, and individually encouraged to attend clubs that might suit them- particularly in the music department with extra music lessons. As a result we have seen that there was no significant statistical gap between the engagement of disadvantaged students and non-disadvantaged students in our extra-curricular programme of activities. However, whilst this is generally true, it is notable that a gap develops further up the school, with disadvantaged students being more likely to attend clubs and activities when they first join us in Year 7. There are also some areas, such as the school musical, that did not attract as great a proportion of disadvantaged students as we would like. A more focused use of the house system and planner has been developed to support this, as well as more targeted house competitions and opportunities such as the Year 7 choir, and funded musical lessons. However, this area continues to be a key focus in 2023-24, as we look to support extra-curricular engagement in all year groups across the school.

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
National Tutoring Programme 3-1 and 1-1 tutoring	www.mytutor.co.uk
1-1 mentoring	Pupils are people