



# Thirsk School

& Sixth Form College

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

This document should be viewed in correlation with the school's catch-up plan, which documents our strategy and actions for catching up learning that was missed during the Covid 19 pandemic.

### School overview

| Detail  | Data                                 |
|---|--------------------------------------|
| School name   | Thirsk School and Sixth Form College |
| Number of pupils in school  | 944                                  |
| Proportion (%) of pupil premium eligible pupils                         | 22.33%                               |
| Academic year/years that our current pupil premium strategy plan covers | 2021- 2024                           |
| Date this statement was published                                       | December 2021                        |
| Date on which it will be reviewed                                       | December 2022                        |
| Statement authorised by   | Emma Lambden                         |
| Pupil premium lead  | George Hollis                        |
| Governor / Trustee lead   | Nicholas Horn                        |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £160,523 |
| Recovery premium funding allocation this academic year  | £10,586  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £171,109 |

# Part A: Pupil premium strategy plan

## Statement of intent

The lengthy periods of school closure have disproportionately impacted upon our disadvantaged students. This is evident on a national level through reports by the EEF and Ofsted, but also in Thirsk School, when we reported on our pupil premium students in the summer of 2021. This pupil premium strategy plan is focused 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   |
| 8                | Literacy and numeracy levels  |

## 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: £ 55,275

| <b>Actions</b><br><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> | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Appointment of Literacy and numeracy coordinators.</i>  | The impact of improving literacy and numeracy levels is widely acknowledged. These coordinators 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 March 2021, we can see evidence that it engages our students and supports their literacy.  | 7 and 8             |
| <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: £ 47,426

| <b>Action</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <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 2020-21 we offered it to all pupil premium students in KS4, as well as selected students in years. The provision of this will be expanded to support our catch-up strategy | 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.                       | 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 intervene with individuals/groups.</i> | This strategy provides expert support to small targeted groups. The impact of such an approach is widely cited.   | 3, 7 and 8                           |

## **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: £68,408

| <b>Activity</b> | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|-----------------|---|--------------------------------------|
|-----------------|---|--------------------------------------|

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|---|--|---------------------|
| <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: £ 171,109**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*In summer 2021 we reported to governors on the impact of school closure on our disadvantaged students. This report is published separately on our website.*

*Many aspects of the 2020-21 plan have been implemented. These include the provision of online tutoring for our disadvantaged students, the creation of extra-curricular and work experience opportunities, and the funding of resources, uniform and extra-curricular activities. However, the full potential of many of these interventions were not realised as much as we would have liked. School closure fragmented many aspects of our implementation, and a lot of resources were put towards unplanned areas, such as the provision of IT and internet for students who struggled to access online learning.*

*We are not reporting on data and exam results. However, we are conscious that there remains a gap in progress and attainment between our disadvantaged students and the rest of the school. For the first time we are now putting in place a 3-year plan for our pupil premium students. The hope is that, in thinking in terms of longer-term actions, we will see greater impact over time on the outcomes for our disadvantaged students.*

### 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*

| <b>Programme</b>                                 | <b>Provider</b>   |
|--|-------------------|
| National Tutoring Programme 3-1 and 1-1 tutoring | www.mytutor.co.uk |
| 1-1 mentoring                                    | Pupils are people |

