

Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Deacon Academy				
Academic Year	2020-2021	Total PP budget	£566,610 (2019-2020) £593,533 (2020-2021)	Date of most recent PP Review	March 2018
Total number of pupils (secondary)	1647	Number of pupils eligible for PP	511 (31%) (2019-2020) 622 (37.7%) (2020-2021)	Date for next internal review of this strategy	March 2021 (postponed)

2.	3. Current attainment – Data for 2018 - 2019 Cohort	
	Pupils eligible for PP – 108 (33%)	Whole School - 328
% achieving 4 or above incl. EM	50.9%	59%
% achieving 5 or above incl EM	27.78%	32.62%
Progress 8 score average	-0.18 (-0.02 English, -0.17 Maths, -0.14 EBACC, -0.32 Open)	0.03
Attainment 8 score average	38.77	43.00

	Barriers to future attainment (for pupils eligible for PP) – carried forward from 2019-2020 as the impact of Covid-19 and lockdown will have further created gaps for students in the PP category.
	In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)
A.	Pupil premium students do not always have the resources (at home or in school), to achieve grades or progress in line with non Pupil Premium students.
B.	Pupil premium students continue to be over represented in removals from lessons and lates to lessons therefore are not able to access quality first teaching in a consistent way.
C.	Pupil premium students are disproportionately represented in mental health concerns raised through 'My Concern' (55% in 2019/2020).
	External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
D.	The parents of pupil premium students are less likely to attend parents evenings or parent support sessions due to work commitments and the formality of the meetings with teachers.
E.	Students in receipt of FSM (and PP) are less likely than their peers to have access to devices at home suitable for remote learning. This was evident in the IT audit in September 2020.

1. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Students in receipt of pupil premium funding will achieve at least in line with their non pupil premium students nationally.	Checkpoint data for all year groups and key end points (Year 11 2021 results) show pupil premium students achieve at least in line with non pupil premium students nationally.
B.	Students in receipt of pupil premium funding are not overly represented in being late to lessons or removals from lessons.	Termly behaviour data on lates to lessons and removals show no over representation by students in receipt of pupil premium.
C.	Students in receipt of pupil premium funding received timely and high quality support for their mental health and other requirements through the pre-early and early help processes.	Qualitative data from pupil voice shows the support pupils receive is effective. Our records show that the time between an issue being identified and first contact with support is a week or less. Processes ensure early identification.
D.	Parents of pupil premium students attend parents evenings and parents support sessions in order to be able to understand how their children are 'getting on' and how they can help them at home.	The parents of all student attend all parents evenings and parental support sessions. Following these evenings/sessions parents understand how their children are 'getting on' and how they can support them at home.
E.	Students of FSM and PP students have suitable access to devices to enable home (remote) learning as measured through IT audits and participation in home learning.	All students at TDA have access to suitable devices to enable home (remote) learning.

2. Planned expenditure						
Academic year		2020-2021				
Quality of teaching for all						
Outcome – linked to outcomes A, B, C, D	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure
Outcome A – All students experience high quality teaching in all of their lessons enabling them to progress.	High quality teaching in all lessons supports the learning of all students, including pupil premium.	The EEF Guide to Pupil Premium evidences that high quality teaching provides the biggest support for pupil premium achievement.	Principles of Effective Teaching remain a focus for high quality teaching and personal CPD on a rolling basis and on training days. Regular QA by middle and senior leaders.	RF/ML/MJ	Termly in line with Department and Senior team QA activities. Review of QofEd in line with Principles of Effective Teaching.	Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome A – All students have access to Hegarty Maths for home learning.	Continue subscription for Hegarty Maths for all students across TDA.	High quality home learning provision for all students which can be accessed in school or at home.	Through completion figures, line management, QA of lessons and student voice.	TH	Termly through line management with RF.	Student/Teacher voice. Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome A – All students in Year 10 and Year 11 English can utilise	All students in Year 10 and Year 11 have their own copy of the texts used for GCSE to annotate	Students who had books purchased through school shop PP funding in previous years were	Through line management, QA of lessons and student voice.	LA	Termly through line management with RF.	Student/Teacher voice. Checkpoint and End of year outcomes for all

their own copy of the GCSE texts.	and use in and outside the classroom.	unlikely to bring and use them in lessons as it highlighted them as PP.				students, including Pupil Premium.
Outcome A – All students in Year 11 own a CGP interleaving starter test booklet.	All students in Year 11 are given a copy of the 10 minute test booklet for use as interleaving starters in lessons.	Ensures all students can access interleaving in Science. Effective in early QA in 2019.	Through line management, QA of lessons and student voice.	RH	Termly through line management with ML.	Student/Teacher voice. Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome A – All students have access to small group support in Maths.	All students in Year 11 have access, where relevant, to small group intervention work with a specialist teacher.	Effective strategy for the past two years ensuring students can access Higher paper or support for those close to Grade 5.	Through line management, QA of lessons and student voice.	TH	Termly through line management with RF.	Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome B – students in receipt of pupil premium are not overly represented in the lates to lesson figures and late in the morning.	Review and evaluation of current behaviour systems and whether these are still relevant from September 2020 to be evaluated in light of covid safe changes and ongoing restrictions outside of the school day.	Term 1 Data 2020 PP late to lessons 31% (16% of NPP, 21% All). PP late in the morning 72% (48% of NPP, 57% All)	Regular (half termly) review by MP.	MP	Half Termly	Reduction in all students (and those in receipt of pupil premium) being late to lessons.

<p>Outcome B – students in receipt of pupil premium are not overly represented in removals from lessons, seclusions, exclusions or permanent exclusions.</p>	<p>Review and evaluation current systems in light of covid safe changes and ongoing restrictions outside of the school day.</p> <p>Evaluate support for early help system for PP students.</p>	<p>Term 1 Data 2020</p> <p>PP removals = 12%, (6% NPP, 8% All)</p> <p>PP seclusions = 9% (4% of NPP, 6% All).</p> <p>PP exclusions – 4%, (2% of NPP, 3% All).</p>	<p>Regular review by MP</p>	<p>MP</p>	<p>Half Termly</p>	<p>Reduction in all students (and those in receipt of pupil premium) being removed from lessons, seclusions, exclusions or permanent exclusions.</p>
<p>Outcome A and E – no students is disadvantaged by the impacts of Covid-19 or lockdown in 2020.</p>	<p>Clear and impactful use of the ‘Catch-up’ fund from September 2020.</p> <p>Linked to Catch-Up action plan.</p>					
Total budgeted cost						

3. Targeted Support						
Academic year	2020-2021					
Targeted support						
Outcome linked to outcomes A, B, C, D	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure and in year tracking
Outcome A – TDA Classroom ensures all students have the resources with them in school to learn in all lessons.	All students in receipt of pupil premium funding have £40 to spend on stationary and learning items in the school shop.	Pupil premium students may need support in purchasing the items they require to fulfil the academy's aims under the TDA Classroom.	Review through Finance each half term. Promotions through tutors via HoY and Directors of Key Stage.	EG	Half termly/Termly using weekly tracking data from TDA Classroom checks by tutors.	Half Termly tracking – pupil premium students are not disadvantaged through lack of equipment.
Outcome C – To ensure timely and effective support to mental health services.	Appoint an additional learning mentor so that we have the reach to provide all PP students with effective support allowing them to be in classes learning successfully. To be reviewed in light of covid-19.	Pupil premium students are overly represented in referrals for mental health services.	Effective support through pre early interventions. Regular communication with MP regarding the role and processes.	TBC	Half Termly Through line management with EG.	100% of referred PP students receive appropriate support. Identified students are able to be more engaged in their academic learning.

Outcome D – The parents of pupil premium students have regular communication with school through attendance at parents evenings and parent information evenings.	<p>Research in 2019/2020 academic year and parental survey suggested a number of reasons for lack of parental engagement/attendance at parents evenings and parent information evenings.</p> <p>From September 2020 contact will be virtual. The impact of this on PP families will be evaluated.</p>	<p>Last year making contact by phone or after the event increased parent contact but did not address the reasons parents were not attending. Addressing these issues, where possible will have a longer-term impact.</p>		CoD, BT, MJ	Evaluation of Tutor Contact Fortnight.	TBC following evaluation of tutor contact fortnight.
Outcome A – enabling pupil premium students to achieve at least in line with non pupil premium students nationally.	<p>Music lessons for all Pupil Premium students are fully funded.</p>	<p>Pupil premium students outperform their peers in GCSE music.</p> <p>NB – Music lessons to re-start for some instruments in Term 2.</p>	Provision overseen by BW (Subject Leader – Music)	BW	QA by BW and oversight by VW.	<p>Teachers feedback to BW termly on student progress.</p> <p>Achievement data for all students.</p>
Outcome A – enabling pupil premium students to access the same provision as their peers/enhancing	<p>The pupil premium fund is used to ensure all pupil premium students are able to access/be involved in all aspects of academy life (for example CCF, DofE,</p>	<p>To ensure pupil premium students have the same/broader opportunities for learning outside the</p>	Tracking of all funding by Deputy Principal.	EG	Ongoing through tracking spreadsheet.	Tracking spreadsheet and evaluations from each activity.

cultural capital for pupil premium students.	Theatre visits, trips, theatre live)	classroom as their peers.				
Total budgeted cost						

4. Other approaches						
Academic year		2020-2021				
Other approaches – NB approaches used in previous years are currently unavailable due to the ongoing Covid-19 restrictions. This is under continuous review to ensure relevant approaches are made available as soon as possible.						
Outcome	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure
Objective A-E	Named member of SLT with responsibility for PP across secondary phase.	To give clear, consistent leadership to this aspect of the academy.	Line management with Principal.	EG	Ongoing line management.	As defined by the impacts of the strategies in the plan.
Objective E – All students have access to relevant devices to for home and remote learning.	Hierarchy of provision of laptops/devices for FSM/vulnerable, PP and all students.		Evaluation of first roll out of devices in Y11 to inform further device loans.	EG		Students AtL and achievement is positive and at least in line with their peers.
Total budgeted cost						

