

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.

School overview

Detail	Data
School name	Thomas Mills High School
Number of pupils in school	1,162 (including 271 in sixth form) Years 7-11: 891
Proportion (%) of pupil premium eligible pupils	Years 7-11: 19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Miss L M Armes / Mrs H McCartney
Governor / Trustee lead	Mrs Sarah Thorne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,000
Recovery premium funding allocation this academic year	£7,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,588.50
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	£144,788.50

Part A: Pupil premium strategy plan

Statement of intent

In the words of Pupil Premium expert Marc Rowland: "It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions." There can be no single prescriptive intervention for every disadvantaged child, as every child who experiences disadvantage does so in a different way. We seek to address early language and literacy difficulties as well as gaps in social and emotional learning.

In seeking to address disadvantage it is important that we focus on creating equity via quality first teaching for all pupils, combined with an inclusive approach. Teacher expectations are high for all pupils and it should be recognised that those pupils who are disadvantaged may require more opportunities to respond in class, more challenging instruction, and more praise.

To paraphrase the schools Vision statement, our aim is to reduce learning gaps and to aspire to ensure that all students achieve their potential in full.

Challenges

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

Challenge number	Detail of challenge
1	Lower literacy (and numeracy) levels reducing access to high quality teaching.
2	Long-term absence.
3	Parental engagement.
4	Impact of covid pandemic and two sessions of school closure is on-going, both in terms of academic progress (potential lost learning, linked to point 1) and mental health/wellbeing.
5	Year 11; post-16 aspiration.

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
Improved literacy levels allowing all pupils to access high quality teaching	Students with a below functional reading age are identified early and supported to

	<p>progress. Improved reading ages across the school. Students develop the vocabulary and literacy skills to ensure they can access the curriculum.</p>
<p>Improved and sustained attendance</p>	<p>Continued and sustained attendance of disadvantaged pupils above national average. Increased parental engagement with pastoral leads (Heads of Year & Senior Tutor) and form tutors to work together to identify barriers and improve attendance. Fewer EWO referrals needed.</p>
<p>Increased parental engagement with parents evenings and other key events (e.g.: Year 11 Information Evening, Sixth-form Open Evening, Year 8 Option Evening, Careers Fair, Years 7-11 Tutors/Parents Evenings etc.)</p>	<p>Greater awareness by parents of key events taking place through reminders. Improved communication.</p>
<p>Improved outcomes at KS4, and a reduction in the progress gap at GCSE level</p>	<p>Progress 8 gap reduced.</p>
<p>Careers Programme firmly embedded into tutorial programme and all disadvantaged pupils aware of who and where to source information from.</p>	<p>Disadvantaged pupils to aspire to achieve their individual goals and feel confident of their choices post-16 and how to access them.</p> <p>All disadvantaged pupils in years 8-11 to have had one-to-one careers interview in every academic year.</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: £72609.25

Activity
Accelerated Reader Programme
Library Development to increase cultural capital
Departmental Meetings – PP focus on every agenda
Staff coaching
CPD
Continued use of PDF interviews to identify need
Teacher recruitment & retention

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

Budgeted cost: £36,089.75

Activity
Targeted Literacy & Numeracy catch-up interventions
Individualised tuition for literacy/numeracy

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

Budgeted cost: £38,089.75

Activity
Compass Mentoring
SES (CISS) package
School Counselling
MHFA Mental Health Awareness training for all staff
MHFA Mental Health Awareness training for sixth-form ambassadors
Involvement in Student Life project
CAT testing
Individualised placements (e.g.: use of PLOT)

Year 11 'Spotlight' mentoring group.

Total budgeted cost: £145,218.50

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Bespoke use of learning platforms	TLC Live, Eastuition, local tutoring services
Part-time alternative provisions	PLOT

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.