

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 (2021-2022).

School overview

Detail	Data
School name	Thriftwood School and College
Number of pupils in school	191 - KS 2-4 37 - KS 5
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Georgina Pryke
Pupil premium lead	Claudia Liney/Lisa Walker
Governor / Trustee lead	Kim McWilliam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,750
Recovery premium funding allocation this academic year	£21,412
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	£98,162

Part A: Pupil premium strategy plan

Statement of intent

This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE). We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Improvement Plan (AIP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider Academy improvements and improving readiness to learn. Our Academy vision is 'Educate, Challenge, Prepare' and we recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement. Overcoming barriers to learning is at the heart of our PPG use. We do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in groups, the whole school or as individuals, and allocate a budget accordingly.

We recognise that Quality First Teaching is the most important factor in determining students' progress, and interventions based on engagement, attention and literacy skills are a key focus of daily life at Thriftwood. Pupil premium spend is used to support attendance, promote a readiness to learn and positive mental health in order to access the high-quality teaching and literacy interventions that are provided as part of our school curriculum.

Challenges

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

Challenge number	Detail of challenge
1	High anxiety / poor mental health which may result in challenging behaviours either at school and college or at home.
2	Low self-confidence / resilience - not prepared to attempt work or engage in tasks, often resulting from or leading to poor attendance.
3	Unmet / undiagnosed need, e.g. sensory needs not identified preventing a pupil from maintaining a calm state and readiness to learn
4	Hard to reach / disadvantaged families who may have a history of poor relationships with schools
5	Poor speech and language communication skills

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
<p>All students that are presenting with a sensory need will be assessed by an Occupational Therapist and a programme implemented if appropriate so that sensory needs are met and the student is calm and, in a state ready to learn.</p> <p>Children will have the resources necessary, as recommended by the OT.</p> <p>Staff skills and knowledge in this area will also be enhanced through regular liaison with qualified professionals.</p>	<p>Students with sensory needs have an appropriate sensory diet and resources enabling them to focus on class activities appropriately.</p>
<p>All students with identified speech and language difficulty will be seen by a therapist, targets set and shared with class teachers / language intervention support staff so that needs are met and progress can be made.</p> <p>Children will have the resources necessary, as recommended by the speech therapist.</p> <p>Staff skills and knowledge in this area will also be enhanced through regular liaison with qualified professionals</p>	<p>Students with a SLCN have clear targets and strategies to support their needs to enable them to fully engage in the curriculum.</p>
<p>All students have equal access to the curriculum and all enrichment activities.</p>	<p>All students are able to access trips / visits / residential; a vital part of the curriculum. Self-esteem and confidence raised.</p>
<p>Through a range of therapeutic approaches and interventions, our pupils will be supported to manage their mental health, raise self-confidence, develop resilience and show appropriate behaviours for learning in order to engage in quality first teaching.</p>	<p>Increased attendance.</p> <p>Increased positive behaviour for learning.</p> <p>Academic progress through increased engagement in learning.</p>
<p>Students who do not (for a variety of reasons) eat breakfast at home will receive a healthy meal at the start of the day.</p>	<p>Students are ready to access learning, without feeling hungry.</p>
<p>Increased engagement and progress in reading.</p>	<p>The profile of reading is raised across the school and college,</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:

Speech therapist £200 per day

OT therapist £330 per day

Supervision £100 per half day

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist and resources	The speech therapist assesses pupils with specific speech, language and communication needs to enable them to communicate to the best of their ability. She will undertake specific assessments as well as providing staff training, plan programmes of work for individual pupils, create resources and meet with parents to support them with pupils' needs at home. She will work with the NHS Provide speech therapist to ensure joined up working. At college there is a specialist Makaton trained speech therapist who delivers training to staff to enhance communication with all pupils	2, 3, 5
Sensory occupational therapist and resources	We have a specialist sensory occupational therapist who will assess children (as requested by staff or parents) to fully understand their sensory needs, helping children to calm and prepare them for learning. They enable children to regulate their sensory needs more easily, increasing engagement in lessons. The therapist can also support staff by increasing their knowledge on sensory techniques to support pupils on a daily basis. We also use the funding to purchase appropriate resources to support sensory needs (as recommended by the OT).	3
Staff supervision	Supervision helps staff feel appreciated, supported, reassured and validated as well as giving them the opportunity to talk	1

	openly and honestly about how they are feeling – this is vital for retention of high-quality staff in this pressurised work environment.	
--	--	--

Targeted academic support

Budgeted cost: £450 per year for licences and Learning support time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Units of Sound literacy intervention	Highly structured approach aimed at 1:1 working with a student, high level of repetition and consolidation of basic phonic / phonological awareness	2, 5

Wider strategies

Budgeted cost:

Music therapy £24,500 per year

YMCA £4,000 per year

Reggie £166 per year

Breakfast club £2,200 per year

Financial support £11,500 (Including residentials)

Counselling £100 per half day

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy	The therapist (who works across school and college) provides a therapeutic approach leading to increased emotional resilience and provides an outlet for feelings thus reducing emotional outbursts. For many this will manifest as increased self-confidence, resulting in higher engagement in class activities, particularly group activities. It will also have a positive impact on behaviour for learning and increased social communication skills.	1, 2, 5
Counselling	The two counsellors (one at college and one at school) provide a therapeutic approach to deal with a range of emotional issues in the pupils. They provide increased emotional resilience and confidence in dealing with relationships, support for behavioural and mental health problems and increased readiness for learning. The counsellors provide skilled intervention for a range of complex issues including anger	1, 2,

	management, family conflict and a range of anxiety related problems. It helps those with personal, social and emotional issues affecting their wellbeing, attendance, learning and academic achievements, and relationships; and also develops skills to strengthen their resilience and deal with their problems and challenges.	
Financial support: residential stays, trips, uniform, swimming, horse riding	This funding will allow pupils to fully access all parts of school life which leads to increased self-esteem linked with inclusion and smart appearance. It means all pupils can be included in all trips / visits, including residential stays.	2, 4
Early morning club	The healthy, nutritious food allows pupils to have sustained focus in the classroom and provides a calm, structured start to the day. It also encourages healthy eating and children to try a range of foods they may not do at home.	1, 2, 4
YMCA family support worker	The YMCA Support worker works 1:1 with the pupils and then supports the families with a range of needs (including implementing routines, managing challenging behaviours, increasing parental confidence). Highly valued by all families who have worked with her.	1, 4
School / college dog	Reggie helps the pupils with: 1) Calming behaviours 2) Increased social skills and self-esteem 3) Increased confidence 4) Teach responsibility and respect to all life 5) Motivate children who are often less attentive	1, 2

Total budgeted cost: £ 96,000

Review of outcomes 2021-2022

Summary	Impact of spending
Speech & Language Therapist	<p>The speech therapist has assessed pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability. She has trained staff, planned programmes of work for individual pupils, created resources and met with parents to support them with pupils' needs at home. She has formed links with the NHS Provide speech therapist to ensure joined up working.</p> <p>This support has meant two pupils are now able to use their communication device which has increased their ability to communicate, engage with their peers and improved their self-confidence.</p>
Sensory occupational therapist advice / resources	<p>A large number of students have received an individual sensory therapy report, highlighting their sensory needs. These sensory programmes have been designed for use within school to ensure that individual needs are met and pupils are ready to learn. They have enabled children to regulate their sensory needs more easily, increasing engagement in lessons.</p>
Staff supervision	<p>Supervision has helped staff feel appreciated, supported, reassured and validated as well as giving them the opportunity to talk openly and honestly about how they are feeling. It has allowed a number of senior leaders, teachers, LSAs and office staff to offload and air frustrations without being judged, as well as supporting and developing increased emotional intelligence and self-awareness.</p> <p>It was cited as being a large contributor to individuals' wellbeing in the recent SEAX Trust wellbeing survey.</p>
Units of Sound literacy intervention	<p>Units of sound licences have been renewed and staff trained to deliver this intervention which helps targeted groups of students (who particularly struggle) to improve their literacy.</p>
Music therapy	<p>Pupils across all ages have benefitted from the opportunity to express their emotions through the medium of music. For many these has manifested as increased self-confidence, resulting in higher engagement in class activities, particularly group activities. It has also had a positive impact on behaviour for learning.</p> <p>One pupil was able to perform in front of a large crowd during the Winter Production – a huge step for him.</p>
Counselling	<p>The counsellor has provided skilled intervention for a range of complex issues including anger management, family conflict and a range of anxiety related problems. The counselling has helped pupils with personal, social and emotional issues affecting their wellbeing,</p>

	<p>attendance, learning and academic achievements, and relationships; and also develops skills to strengthen their resilience and deal with their problems and challenges. She has also undertaken play therapy with specific children to support their social skills, specifically with peers.</p> <p>On the college site, the counsellor has worked with 25 pupils on short term and longer-term pieces of work. On the school site, she has worked with 10 pupils over the course of the year on longer term pieces of work. As a result of counselling we have seen a huge decrease in negative self-talk for one child in particular. She is now able to talk positively about herself and her life and is visibly more settled and happier.</p>
Financial support: residential stay, trips, uniform, horse riding	<p>We have supported a number of Year 7 and 9 pupils to attend residential trips which has enabled inclusivity whilst learning valuable skills and taking part in adventurous activities. These help with children's team building skills, social skills, life skills, support of mental health conditions and improve confidence.</p> <p>We have purchased a number of uniform items to allow children to feel fully included – families have appreciated the extra financial support.</p> <p>At college It was also used for a group of 10 students to take part in a street art workshop that raised self-esteem, improved social skills and built friendships.</p>
Early morning club	<p>Students continue to rely on this supported start to the school day to manage their transition into school and to provide a full breakfast. The healthy, nutritious food appears to have enabled a greater and sustained focus in the classroom. One child is now eating breakfast daily enabling him to take his medication improving his behaviour for learning in the classroom.</p>
YMCA Support Worker	<p>The YMCA Support worker has helped six families this year. She has worked 1:1 with the pupils and then supported the families with a range of needs (including implementing routines, managing challenging behaviours, increasing parental confidence).</p> <p>This support has been invaluable to families and there has been a marked improvement in some households as a direct result of this support. Parents speak very highly of her support.</p>
School / college dog	<p>Reggie has had a very positive impact on pupils. He has been used as a reward to help children with their own behaviour management and self-regulation. He has a calming influence on pupils and has been used when children are upset to comfort them. He has helped to increase social skills, confidence and self-esteem whilst teaching responsibility and respect to all life.</p>

Average steps progress made - school

	Pupil Premium	Non-pupil Premium	Total
Reading	5.1	4.3	4.6
Writing	4.7	3.5	4.0
Number	5.5	5.0	5.2
Social Awareness	6.3	4.3	5.2
Independence	6.9	4.9	5.8
Behaviour for Learning	4.9	4.1	4.5

Children in receipt of pupil premium outperformed non-pupil premium in every area. There was a significant difference particularly in personal and social development areas which we have focussed on heavily since COVID.

Percentage of pupils who have reached their target - school

	Pupil Premium	Non-pupil Premium	Total
Reading	66%	70%	68%
Writing	72%	57%	64%
Number	68%	71%	70%
Social Awareness	66%	54%	60%
Independence	69%	56%	62%
Behaviour for Learning	66%	57%	61%

Approximately two-thirds of pupil premium children reached their target in all areas, exceeding non-pupil premium apart from reading and maths, however there was not a significant difference between the two.

In reading, the average progress made by children in receipt of pupil premium was 9.4 months, whilst the average for non-pupil premium students was 8.1 months

PP attendance 85%

Non-PP attendance 90%

We are working closely with parents and outside agencies to improve attendance rates. The pastoral team and SLT have made home visits, held TAF (Team around the Family) / Child in Need meetings with social care and have paid for YMCA involvement.