

## 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   | Thriftwood School and College |
| Number of pupils in school  | 193 KS 2-4<br>66 KS 5         |
| Proportion (%) of pupil premium eligible pupils   | 45%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                     |
| Date this statement was published   | October 2021                  |
| Date on which it will be reviewed   | October 22                    |
| 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   | £75,750 |
| Recovery premium funding allocation this academic year  | £21,000 |
| 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 | £96,750 |

# 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>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 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>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. 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.<br/>Increased positive behaviour for learning.<br/>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 |
|--|--|-------------------------------|
| Purchase of a Speech and language therapist and communication expert | The speech therapist assesses pupils with specific speech, language and communication problems 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                       |
| Purchase of a 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 openly and honestly about how they are   | 1                             |

|  |   |  |
|--|---|--|
|  | feeling – this is vital for retention of high quality staff in this pressurised work environment. |  |
|--|---|--|

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

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

Budgeted cost:

Music therapy £24,500 per year

YMCA £3750 per year

Boxing £60 per hour

Reggie £166 per year

Breakfast club £2200 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) will 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  | 1, 2,                         |

|   |  |         |
|---|--|---------|
|   | health problems and increased readiness for learning. The counsellors provide skilled intervention for a range of complex issues including anger 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 stay, trips, uniform, swimming | 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    |
| Boxing  | An intervention that promotes wellbeing /fitness but also self esteem, confidence and has had a positive impact on attendance – improving one student attendance by more than 20%  | 1, 2,   |
| 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**

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

### Pupil premium strategy outcomes

| Summary  | Impact of spending  |
|--|---|
| Music therapy  | 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.  |
| Mentoring and physical exercise intervention and resources | This key member of staff has built extremely effective relationships with students, providing pupils with the opportunity for 'talk time' with a member of staff. This trusting relationship has enabled volatile situations to be resolved quickly and effectively. Pupils with a physical activity programme of stretches and / or exercises have fulfilled their programme under the supervision of a member of staff through close liaison with the Occupational Therapy / Physiotherapy Teams.   |
| Counselling  | 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, 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 |
| Early morning club   | 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.  |
| Speech & Language Therapist                                | 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   |

|   |  |
|---|--|
| Specialist equipment for additional needs                                   | Additional physical interventions and sensory items such as iPads, writing slopes and sensory equipment have allowed children to better access parts of the curriculum. It has increased the time spent in class as self-regulation has been aided by sensory items available in the classroom   |
| Well-being dog  | 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.  |
| Financial support: residential stay, trips, uniform, horse riding, swimming | Although we have not been able to run any residential trips this year due to COVID, there have been a number of day trips which all pupils have been included in. We have purchased a number of uniform items to allow children to feel fully included – families have appreciated the extra financial support.  |
| Reward trips  | We have not been able to offer our full complement of reward trips this year due to COVID but the ones we have run have acted as a motivator to follow the Thriftwood Code. For all pupils this has been an incentive to engage consistently and work hard and have been successful and enjoyable.   |
| Sensory occupational therapist advice / resources                           | 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.  |
| Staff training (Lego Therapy)   | Lego therapy has helped to develop social communication skills in our pupils, such as sharing, turn-taking, following rules, using names and problem-solving. A large number of children have benefitted from this intervention programme and it has been successfully implemented following staff training.   |
| Staff supervision   | 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. It was cited as being a large contributor to individuals' wellbeing in the recent SEAX Trust wellbeing survey. |



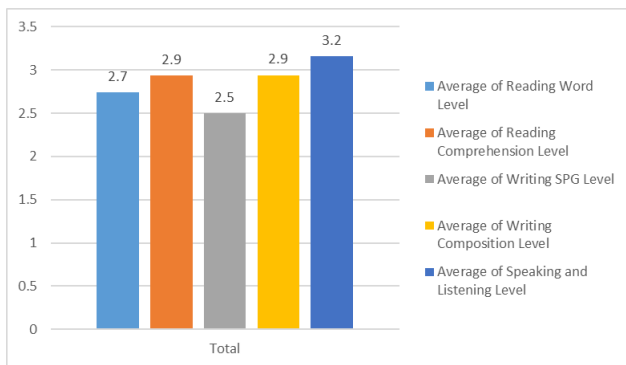
|                     |  |
|---------------------|--|
| <p>YMCA Support</p> | <p>The YMCA Support worker has helped 5 families this year. She has worked 1:1 with the pupils and then supported the families with a range of needs (including implementing routines, managing challenging behaviours, increasing parental confidence). This support has been invaluable to families and there has been a marked improvement in some households as a direct result of this support.</p> |
|---------------------|--|

### College Students

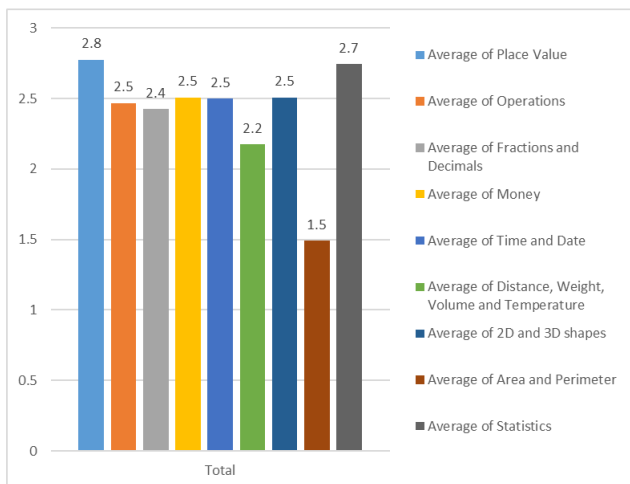
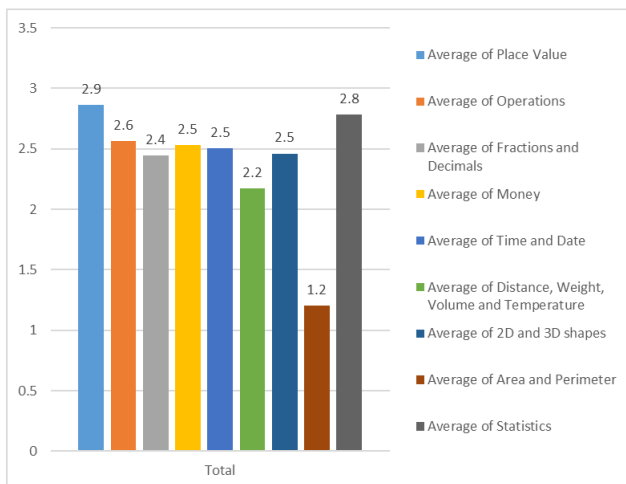
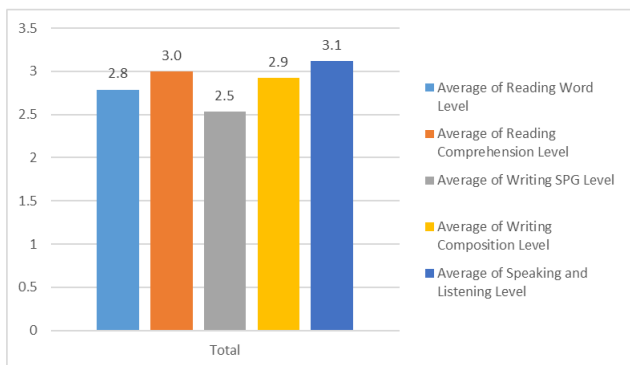
English Levels: 1 = Pre-Entry, 2= Entry 1, 3= Entry 2

Maths Levels: 1= Entry 1, 2= Entry 2, 3= Entry 3

#### Pupil Premium



#### Non Pupil-Premium

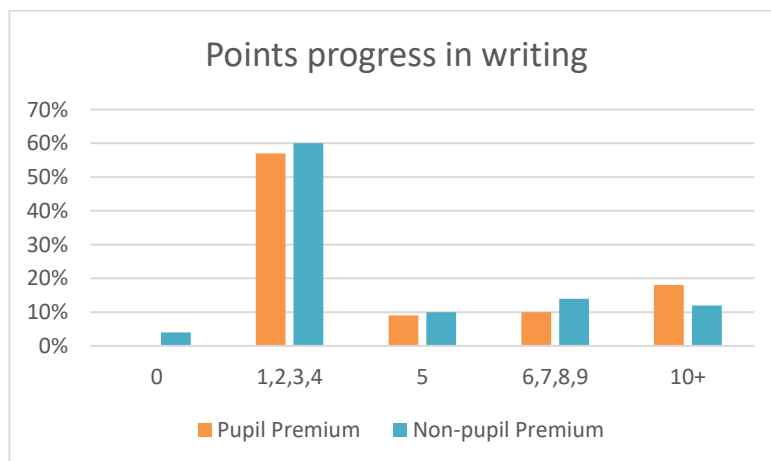
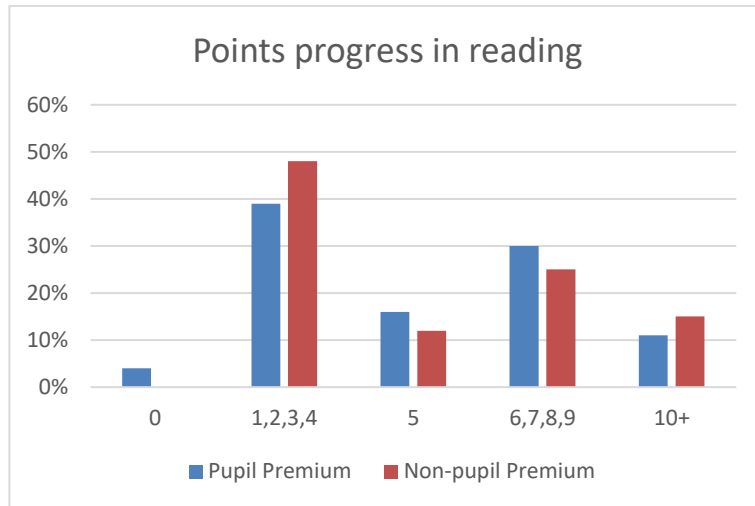


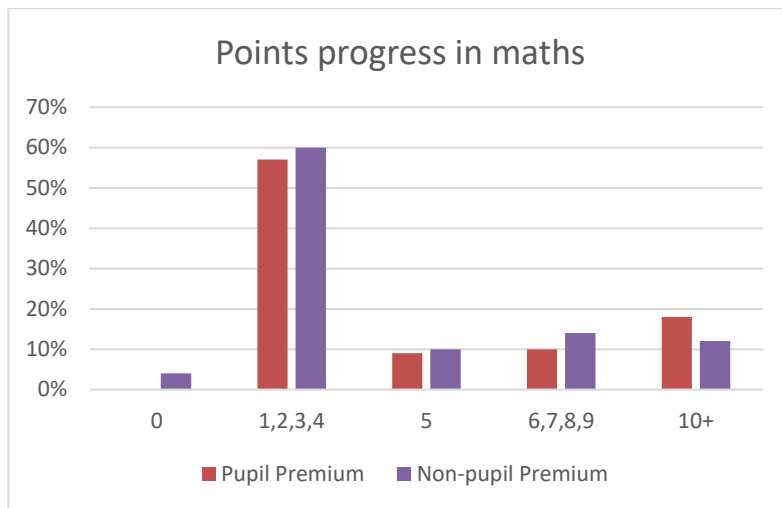
| English                                 | PP  | Non-PP | Difference |
|---|-----|--------|------------|
| Average of Reading Word Level           | 2.7 | 2.8    | -0.0       |
| Average of Reading Comprehension Level  | 2.9 | 3.0    | -0.1       |
| Average of Writing SPG Level            | 2.5 | 2.5    | -0.0       |
| Average of Writing Composition Level    | 2.9 | 2.9    | +0.0       |
| Average of Speaking and Listening Level | 3.2 | 3.1    | +0.0       |

| Maths                                    | PP  | non-PP | Difference |
|--|-----|--------|------------|
| Average of Place Value                   | 2.9 | 2.8    | +0.1       |
| Average of Operations                    | 2.6 | 2.5    | +0.1       |
| Average of Fractions and Decimals        | 2.4 | 2.4    | +0.0       |
| Average of Money                         | 2.5 | 2.5    | +0.0       |
| Average of Time and Date                 | 2.5 | 2.5    | +0.0       |
| Average of Dist., Weight, Vol. and Temp. | 2.2 | 2.2    | -0.0       |
| Average of 2D and 3D shapes              | 2.5 | 2.5    | -0.0       |
| Average of Area and Perimeter            | 1.2 | 1.5    | -0.3       |
| Average of Statistics                    | 2.8 | 2.7    | +0.0       |

## School Students

### Points progress in reading, writing and maths





PP attendance 84.0%

Non-PP attendance 89.1%

PP reading age 8y 8m

Non-PP reading age 7y 11 m

### Average points progress

### Social Awareness and Relationships

Pupil premium 5.4

Non-pupil Premium 4.7

### Behaviour for Learning

Pupil premium 5.5

Non-pupil Premium 6.6

### Independence and Self Help

Pupil premium 6.1

Non-pupil Premium 6.7