



TCA Pupil premium strategy statement & recovery plan

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 Clarkson Academy
Number of pupils in school	1304
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 7-13
Date this statement was published	4 th November 2021
Date on which it will be reviewed	31 st January 2022
Statement authorised by	R Scott
Pupil premium lead	Lisa Tarsitano
Governor / Trustee lead	Tony Segalini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£397,515
Recovery premium funding allocation this academic year	£60,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led tutoring	£51,198
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	£509,377



Part A: Pupil premium strategy plan

Statement of intent

We will be focussed on closing gaps created, or further widened, by interruptions to learning brought about by the coronavirus pandemic. This will be to ensure students achieve their full potential at GCSE and A Levels and thereby move on to appropriate destinations be it university, college or training.

Every child who has fallen behind receives support to help them achieve their potential. We will remove the barriers that stand in the way of their achievement and ensuring that they have the same opportunities to succeed as any other child, regardless of the impact of Covid-19. In doing so we will also ensure we are prudent and demonstrate good value for money with the interventions and strategies we apply.

Challenges

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

Challenge number	Detail of challenge
1	Low Attendance
2	Gaps in curriculum knowledge
3	Low levels of literacy on entry exacerbated by lockdowns
4	Availability of IT to support homework (devices and WIFI)
5	Loss of pastoral support networks exacerbated by lockdowns
6	Socio-economic context impacting negatively on social mobility coupled with low 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
1. Improve student destinations	Reduce Post 16 NEETs Increased level 3 courses Post 16 Increased number of students attending good universities
2. Improve literacy (reading comprehension)	All students to have a reading age in line with their chronological age

3. Improve KS4 outcomes	More students will achieve 5+ in English and Maths, enabling them to access level 3 courses Post 16. Basics 5+ >45%
4. Improve KS5 outcomes	Maintain a good ALPs score > 0.00
5. Improve attendance	Three-year trend of reducing PA % to <10% Three-year trend of improved attendance % to >95%
6. Improved social skills and positive attitude to learning	Reduced negative behaviour reports and increased positive behaviour reports

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

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an English teacher to support targeted English interventions across the key stages	Reduced class size (EEF) Specialist intervention	2,3
Dedicated Primary trained English specialist	KS2/KS3 transition Specialist phonics knowledge to support students who have fallen behind	2,3
Dedicated Primary trained Maths specialist	KS2/KS3 transition	2
CPD – EEF T&L Toolkit / NACE T&L Toolkit	EEF and NACE research project evaluations	2,3

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

HLTA (Phonics)	Specialist Phonics support to improve literacy, enabling the students to access the wider curriculum	2,3
School led tutoring (school pays 25%)	Help close the education gap between disadvantaged and vulnerable pupils and their peers. DFE supported programme	2
Academic mentoring (school pays 5%)	Academic Mentors are salaried members of staff and will work alongside teachers to provide a range of interventions, focusing on small group and one-to-one sessions. They will provide support tailored to schools, including subject-specific work, revision lessons and additional support. DFE supported programme	2
National Tutoring Programme (school pays 30%)	High-quality tutoring from an approved list of tutoring providers known as Tuition Partners, who have passed a set of quality, safeguarding and evaluation standards. Tuition Partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially where this is scarce. DFE supported programme	2,
Extra-Curricular School intervention programme	Utilise TLR 3's to do 30 sessions (4-5pm) and a project allowance for an academic lead to coordinate the programme.	2
Phonics Literacy Programme Think, Write, Ink	Fresh Start, the Ruth Miskin Training programme for older children who are struggling to read, has been tested through a previous EEF efficacy trial involving ten secondary schools and 433 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year.	3
Accelerated Reader	The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	3
Visualisers	A visualiser allows teachers to show all students what the gold standard of works looks like, meaning they can give quick group feedback. This also helps teachers to maintain high expectations, but crucially to keep these expectations realistic as the students understand they are achievable	2,3
Tutor Time Reading programme and books	Modelling fluency in reading. Giving students access to novels and literature that	3



Thomas Clarkson Academy

	challenge stereotypes and raises debate about current affairs.	
Session 6 - 3 Days a week for additional intervention based on the recruitment of additional staff	Allowing students more curriculum time within an academic year. Year 11 and 13 have had interrupted KS4 and KS5 curriculums, so require extra time in order to access the full content within the curriculum.	2
Revision books and wider study reading materials	Students need revision materials at home in order to support their studies and to encourage them to learn beyond the classroom and prepare sufficiently for exams. To create a love for learning, students need to be exposed to wider reading around subjects.	2-4

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

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed two Education Welfare Assistants	Home visits and dedicated family support can have an impact on improving attendance and reducing the rate of PAs.	1
Breakfast club	A healthy diet encourages strong brain development and concentration. Furthermore, provides additional opportunities for pastoral support.	6
Continued provision of laptops and WIFI for disadvantaged students	Access to homework and online tutoring.	4
VP Focus on Attendance	Raise profile of the importance of attendance.	1
Student Counsellor	The biggest impact of counselling has been in increasing pupils' concentration. Pupils feel counselling provides a space for them to talk about their problems, hence they felt they did not need to think about them in class, thus increasing their concentration.	5,6
Additional Student services support worker	Utilisation of non-teaching pastoral support workers provides effective help for disadvantaged youngsters whilst ensuring teachers time is focused on outcomes.	6
Additional careers advisor	More capacity to give additional 1:1 advice and support in line with the increased expectations from the Gatsby Benchmarks.	6
Think For the Future (TFTF)	Equip young people with the skills they need to overcome social and emotional barriers in their lives that are holding them back from	5,6



	engaging in education and reaching their full potential. We have a model of intervention that is proven to have a positive impact on outcomes for your students such as reducing negative behaviour points, increasing attendance and reducing exclusions.	
Mental Health Lead	Leads will be able to: create a plan to develop, implement and sustain a whole school or college approach to mental health and wellbeing, tailored to our needs. Providing students with coping strategies earlier allows them to concentrate on their learning in the classroom.	5
Human Utopia	To provide an opportunity for all students to reflect on their past and consider why and who they have become today. To provide a warm and psychologically safe environment for young people to express themselves about the struggles and challenges they have faced. To encourage the students to work collaboratively in small groups in order to present a positive social experience with students outside their friendship circles. To challenge young people to ask if and how they can make positive changes to improve their life chances. To inspire the students to aspire to a bigger and brighter future by encouraging them to consider and chase their dreams.	5, 6

Total budgeted cost: £550,000



Thomas Clarkson Academy

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.

All of our PP families were given a laptop and free wifi to access home learning and homework post lockdown. This removed the digital learning gap at TCA

We ensured no child went hungry. Families accessed food vouchers and packages during the holiday periods and during the lockdowns. When in school, the additional funding given to students for food was taken advantage of and allowed them to eat well at school, which helped students to focus in class.

PP students were given priority access to transport support to help improve attendance in addition to materials and equipment packs to allow them to access courses, such as Food and Art. KS4 and 5 students were also given revision guides to use at home and to support in school study. This ensured that students had reference materials.

Using our internal assessment of students across KS3-5, the PP micro population outperformed some of our other micro populations, such as HAP due to a greater focus on PP strategies being employed inside and outside of the classroom. Regarding KS4, there has been a three-year trend of improving basics results, meaning more PP students are eligible to a wider choice of high-quality Post 16 options. Over the last year, a notable increase of higher grades (7- 9) for PP students has been achieved and therefore, the quality of their destinations has improved, which we are incredibly proud about and will continue to work to improve further. PP students received priority CEIAG appointments to ensure they were aiming high.

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
Student mentoring	Think for the Future
Choices and changes workshops	Human Utopia



Further information (optional)

We believe that we have a large number of disadvantaged students, who are not officially labelled PP/ Disadvantaged. This is due to the changes in the benefit system, which does not recognise the level of deprivation some families are living with; a number of students not being eligible due to EAL status and our location, which has been identified as an area of multiple deprivation, which 3 parts of Wisbech fall into the 10% most relatively deprived nationally (F003F Wisbech East, F002C Wisbech West, F002D Wisbech West). At TCA, we recognise all types of disadvantage that could prevent students doing their best, and work with students to overcome barriers.