



PUPIL PREMIUM STRATEGY STATEMENT

2022/23

Thrybergh Academy & Sports College

THRYBERGH ACADEMY

Arran Hill, Thrybergh, Rotherham, S65 4BJ

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HEADTEACHER: Mr D Burnham



Pupil premium strategy statement: Thrybergh Academy

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 | Thrybergh Academy |
| Number of pupils in school | 523 |
| Proportion (%) of pupil premium eligible pupils | 62.0% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | David Burnham |
| Pupil premium lead | Elliot Montgomery |
| Governor / Trustee lead | Joanne McCreath |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £305,600 |
| Recovery premium funding allocation this academic year | £38273 |
| 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 | £343,873 |

Part A: Pupil premium strategy plan

Statement of intent

At Thrybergh Academy, we have high expectations for all students and it is our mission to ensure that students leave us able and qualified to play their full part in all aspects of life beyond Thrybergh. Our key approach is to focus on quality first teaching for all students - developing teaching and learning strategies for all staff to ensure that our student's needs are met in the classroom and beyond. We are 100% child centred and believe that all children have the right to a quality education, and we encourage, challenge and support every child to achieve their personal best. To facilitate progress and further improve outcomes for our PP students in particular, details of our targeted support and other interventions are outlined in this report. These actions define our additional approaches to improve the quality of education for our PP students alongside first class teaching and learning.

The current context of education as COVID restrictions are lifted cannot be ignored and these ever-changing circumstances potentially have a greater impact on our PP cohort in comparison to non-PP students. In this report, there is a strong focus on the recovery curriculum as we move away from remote and blended learning. We have endeavoured to cover all eventualities; however, the reality is that we cannot truly predict what this academic year will hold. Without a doubt, our priorities remain to remove barriers to learning and improve the quality of teaching and learning.

Alongside this, we aim to bolster participation in extracurricular activities, which was hampered last year due to restrictions. School visits, residentials and many sports and arts clubs are now being offered again. We are constantly adapting the Thrybergh Extra programme to ensure pupils have opportunities to get involved in wider school life. We continue to offer student leadership initiatives, the ambassador programme and involvement with the Thrybergh Pledges.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Slower rates of progress and lower attainment for students. Historically, the attainment of our PP cohort has been low when compared to National Average. |
| 2 | Low levels of literacy and numeracy on entry. NGRT Testing of our new Y7 intake has indicated that 57 students are below average (average taken as 90 SAS) – this equates to 54% of the cohort. |
| 3 | Learning deficit as a result of Covid-19. Students from disadvantaged backgrounds were hit hardest by the pandemic. For many students requiring ICT support, there were delays in laptops and Chromebooks being available through the government funded scheme. The loss of enrichment opportunities and extra-curricular activities was felt most by |

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| | our disadvantaged students who were less likely to have access outside of school. |
| 4 | Higher rates of absence and persistent absence. Historically at Thrybergh, we have high rates of absence and persistent absence. |
| 5 | The need to increase cultural capital. Low levels of independence and resilience, lower levels of participation in wider school life. Thrybergh Academy is located in an area in which significant economic deprivation exists and we also have a high number of in-year admissions. As a result, many of our students do not benefit from the same opportunities to experience culture and the wider world as their more affluent peers. We are striving to ensure that our disadvantaged students receive the same entitlement offer as those from more privileged backgrounds. |
| 6 | Parental disengagement and historic low aspirations in the community. We know a significant number of our parents play an active role in their child's education. However, for a proportion of our parents, this is not practically possible due to commitments with work, caring for dependents or their own physical and mental health barriers. For these parents in particular, we are always seeking to make our communication more accessible. Growing up in an area of low social and economic mobility, has meant a culture of low aspirations for many of our students and their families. We are working hard to ensure that students 'dream big' and hold aspirations that match their true potential. |
| 7 | Poor levels of social, emotional and mental health for a significant number of students. We have an increasing proportion of students this year, who, year on year, are accessing support for social, emotional and mental health needs. This in turn, can impact attendance, engagement and attainment. |

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 |
|--|---|
| To improve the level of progress and GCSE outcomes of all PP students and reduce the attainment gap. | <ul style="list-style-type: none"> • Good levels of attainment and progress increase from starting points from September 2021. • Reduce the gap between Progress 8 and Attainment 8 scores for PP students and non-PP Students. • Reduce the gap between the percentage of pupils achieving 4+/5+ in Maths and English for PP and others nationally by 10%. • Improve the outcomes for High Attaining PP students and increase the proportion of PP students achieving Grade 7+. • All students access a broad and balanced curriculum with enhanced emphasis on EBACC subjects. • All pupils leave Thrybergh Academy qualified to succeed in the next stage of their education. • Consistent, quality first teaching and meaningful feedback. • Students become mini subject specialists by successful embedding of the Subject Way. |

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| <p>To remove barriers to learning and progress by providing targeted intervention at KS3 and KS4 - focusing on literacy and numeracy.</p> | <ul style="list-style-type: none"> ● All relevant pupils have access to weekly reading sessions. ● RA data will show an increase in RA in line or above expected increase. ● An increase in the number of students achieving number based can do statements and enhanced numerical fluency. ● Pupils to develop confidence, competence and independence in relation to oracy and vocabulary use. ● Impactful and effective intervention. |
| <p>To overcome the learning deficit which has arisen due to Covid-19.</p> | <ul style="list-style-type: none"> ● Implementation of a recovery curriculum on a subject and whole school basis. ● Students to 'catch up' on missed learning by specific endpoints to ensure there are no gaps in learning due to lack of access to online and blended learning. |
| <p>To improve attendance and punctuality rates of disadvantaged students.</p> | <ul style="list-style-type: none"> ● Attendance rate improves for PP students from starting points in September 2021. ● To continue to improve attendance in line with national rates. ● PP/PA figures improve from starting points in half term 1 in 2021. ● Improvement in attendance for at risk of PA cohort. ● Reduced impact of Covid associated absences by ensuring swift reintegration following periods of isolation. |
| <p>To embed enrichment opportunities which promote the development of cultural capital. In turn, this will raise aspirations, allow PP students to be active participants in wider school life and prepare for their next steps in education.</p> | <ul style="list-style-type: none"> ● Increase participation of PP students in school council and student leadership initiatives and ensure enrichment opportunities are accessible to all. ● To increase participation in extracurricular opportunities. ● Access for all PP students to specific careers guidance and work experience opportunities. ● Ensure all students are post-16 ready and reduce the number of NEETS. All PP Students to secure next steps in education/training. ● Embed the Thrybergh Way to ensure students are resilient, open-minded and tolerant – never giving less than their best. ● All students engage with Thrybergh Pledges. |

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: £201,378

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve the attainment of PP students through forensic data analysis by Leaders.</p> <p>Accountability for PP students at all levels: class teacher, faculty and whole school.</p> | <p>System of Data Analysis, Data and Summit Meetings after an internal Data Collection/Capture will allow prompt identification of underperforming PP students so intervention can be put in place.</p> <p>Gaps in skills and knowledge identified as Data Collections and Captures used to inform department CPD.</p> <p>Data Reports and Outcomes of Data and Link meetings between SLT and Subject Leads.</p> | 1,3. |
| <p>Improve attainment of PP students in English and Maths through enhancement and reduced class sizes.</p> <p>Development opportunities for staff to adapt teaching styles to smaller classes.</p> | <p>Reduced class sizes at KS4. EEF evidence suggests attainment is higher where classes can be reduced to 15-20 students. The impact is measured as 2 months progress.</p> | 1,3. |
| <p>Implementation of timetabled period 5 lessons after school for English, Maths and Science focussing on Gap-Filling and revision. In addition, period 0 lesson before school for Humanities and MFL subjects. Drop down days and after school sessions to be organised for Option Subjects to ensure coursework and portfolio work is completed to the best of student's ability. All of the above will feed into our recovery curriculum.</p> | <p>Targeted use of before and after school programmes can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.</p> | 1,3 |

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| <p>Effective QA and CPD which lends itself to staff development and improved outcomes for PP students.</p> <p>Monitoring activities included in subject QA calendars for every faculty.</p> <p>Emphasis consolidation of Retrieval and Recall in CPD activities. Embedding of Enhancement of mastery in the Curriculum.</p> <p>Equip staff with a range of strategies to tackle underachievement and specific training to educate staff on the current PP cohort.</p> <p>Incorporate “In Every Lesson at Thrybergh”, “The Subject Way”, and “Can Do Statements”.</p> | <p>EEF evidence suggests that “mastery learning” has an impact of 5 months progress for students. In addition, metacognition and self-regulation is a high impact strategy and can lead to 7 months progress Using QA findings to drive CPD intervention at all levels to ensure it is useful and effective.</p> <p>Research by Robert Bjork suggests that retrieval practise is focused on recalling learned information from memory with little or no support. Retrieval through low stakes questioning makes the original memory stronger and embeds it in the long term. In turn this will ensure pupils know more, remember more and are able to do more.</p> <p>Consistency in terms of lesson structure within subjects and across school.</p> | <p>1,2,3.</p> |
| <p>Create a common approach to learning across subjects incorporating assessment through the “Can Do” statements at KS3 and regular formative and summative assessment at KS4.</p> <p>Improve feedback and consistency of marking following formative and summative assessment through QA and pupil voice.</p> | <p>Feedback is identified by the EEF as a high impact strategy to improve outcomes for PP students, impacting by up to 6 months progress. This remains one of the most effective tools at our disposal</p> | <p>1,2,3</p> |
| <p>To recruit and retain specialist staff to underpin a challenging, broad and balanced curriculum.</p> | <p>The new Ofsted framework puts a huge emphasis on a broad and balanced curriculum. International evidence suggests that a focus only on a few measurable outcomes has negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects.</p> | <p>1,6</p> |
| <p>To offer outdoor education to all as part of our mainstream curriculum so that students become well-rounded citizens who are “able” as well as “qualified”.</p> | <p>Although the EEF has downgraded the impact of outdoor education, we believe the benefits of wellbeing and cultural capital earned from such experiences sufficiently justifies our continued provision. According to the Scottish Government it enables</p> | <p>5.</p> |

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| | young people to enter education, employment or training with transferable skills to meet the opportunities and challenges of a rapidly changing world. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,841

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To improve numeracy and literacy, focussing on those who begin Y7 below expected standard.</p> <p>Creation of small satellite groups to provide bespoke literacy and numeracy intervention.</p> <p>Appointment of Whole School literacy co-coordinator.</p> <p>Implementation of a reading programme in Y7,8&9.</p> | <p>Ensure immediate provision of catch up opportunities so students do not get left behind.</p> <p>EEF evidence that within-class attainment groupings is highly effective, providing an average benefit of 6 months progress.</p> <p>Accelerated acquisition of English will lead to enhanced progress for new arrivals to the country and EAL pupils by removing barriers to learning as they are equipped with the language required to access lessons. Reading comprehension strategies have an average impact of 6 months progress per student according to the EEF. The EEF have not published any specific guidance on the impact of numeracy interventions.</p> <p>The Accelerated Reader Programme and Star Reader Test allows effective monitoring of reading age and encourages students to read more often. According to OFSTED and Alex Quigley (EEF), reciprocal reading, frequent exposure to a wide range of high-quality academic texts and explicit tier 3 vocabulary instruction are effective tools to close the reading and vocabulary gap. NGRT found a significant correlation between student's reading ability and performance in all GCSE subjects.</p> | 1,2,3 |
| <p>To implement Academic Coaching and Assertive Mentoring for specific PP cohorts: Boys, SEMH, HAPs</p> | <p>Tracking progress and providing guidance and specific intervention to meet students need will ensure they have smart and specific targets.</p> <p>The EEF reports that individual instruction has the impact of 4 months progress. In addition, mentoring can be used as a tool to build confidence,</p> | 1,5,6. |

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| | resilience and character, with the benefit of 2 months progress. | |
| To ensure that all PP students are equipped with study skills and revision techniques to improve retention and retrieval. To also provide equipment and resources to remove barriers to learning. | Tailored study skills and careers events embedded in the pastoral curriculum. Provision of Revision Guides in Core subjects and subject specific equipment (EG Art Packs) to ensure students have revision resources at home and can access the curriculum. | 1,3 |
| To address gaps in learning through one to one and small group tuition. | The EEF reports that intensive support such as group and one to one tuition can have an impact of up to 4 or 5 months respectively. Short, regular sessions over a set period of time have the optimal impact. | 1,2,3. |

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

Budgeted cost: £63,634

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| To provide an inclusive, personalised curriculum for students with profound barriers to learning. | EEF research suggests that behaviour interventions can result in 4 months progress. Anecdotally, we also know that such provision alongside the development of a restorative, reintegration package can safeguard students from potential permanent exclusion and reduces the chances of them becoming NEET. In turn the above will build relationships and trust between staff and students, support them to ensure the school environment is not overwhelming. | 1,2,3,4,6,7 |
| To support the emotional wellbeing of students, where SEMH is a barrier to learning through in-house counselling and the deployment of our Education Welfare Officer. | A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted the impact of 'consistency and continuity' for students experiencing emotional difficulties and that regular contact through drop ins was the most effective way to put students at ease. In addition to this, the EEF advocates that Social and Emotional Learning can lead to up to four months of progress. | 4,5,6,7 |

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| <p>To ensure that communication with parents is timely and effective through a range of strategies, including: Regular newsletters, virtual and in-person parent's evenings, regular reports sent home, comprehensive transition (rollover) and open evenings, parent voice and proactive, innovative use of the school website and social media.</p> | <p>The EEF suggests that strategies to improve parental engagement can have up to four months progress at a moderate cost.</p> <p>The community will be fully educated in terms of the importance of good home study, attendance and curriculum opportunities.</p> <p>Successful build-up of parental understanding of reporting and the options process and equip parents to fully support students with their education.</p> | <p>6</p> |
| <p>Recognise student achievement and celebrate success through a culture of rewards. This is done specifically through a subject's students of the week, Effort Celebrations and the Golden Book Award.</p> | <p>Anecdotally, we know that celebrating success is a key driver for confidence, aspiration and high expectations. Although the impact specifically of monetary rewards for students in terms of academic progress is inconclusive due to a limited number of studies, we believe in appealing to and developing student's intrinsic motivations. This is done through positive language, celebrating success and linking rewards to the bigger picture of becoming an employable, well rounded citizen.</p> | <p>5,6</p> |
| <p>To develop personal attributes and enable students to grow their cultural literacy through embedding and monitoring the Thrybergh Pledge. Provide a framework which encourages the achievement of Bronze, Silver and Gold Pledges to ensure students broaden their awareness of opportunities outside school.</p> <p>Redesign of subject's curriculum maps to show access to Cultural Experiences.</p> | <p>According to The Key, a good school will: Provide a wide range of opportunities to nurture, develop and stretch pupil's talents and interests. Prepare students for life in modern Britain, developing their understanding of the fundamental British value of democracy, rule of law, individual liberty, tolerance and respect. Provide pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society.</p> | <p>5,6</p> |
| <p>To provide an extensive programme of extra-curricular and enrichment opportunities in the Arts</p> | <p>Arts participation is highlighted by the EEF as having 3 months progress for students when delivered via either timetabled lessons or in an extracurricular capacity. This also</p> | <p>5,6</p> |

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| <p>and Sport and increase participation rates of PP students and engage a wide range of interests. Monitoring of pupil attendance and engagement with Thrybergh Extra.</p> | <p>bolsters progress in other academic areas. Although Sports participation carries a smaller one-month gain, we feel that the benefits to both health and wellbeing are just as beneficial to fulfilling our mantra of developing able students.</p> | |
| <p>Increase the amount of PP Students taking part in School Council and School Leadership initiatives such as Ecowarriors, Anti-Bullying Ambassadors and Welfare Champions.</p> | <p>EEF Big Picture guidance also suggests the importance of enrichment for students and the need to build character and other essential life skills. Participation in School Leadership initiatives will ensure that the PP cohort are not under-represented.</p> | 5,6 |
| <p>Ensure students arrive on time each day, ready to learn by encouraging them to attend Breakfast Club. Bolster attendance through the deployment of minibuses to collect students in the morning, forensic analysis of attendance data, the creation of an attendance mentoring cohort and collective incentives so students understand the direct link between attendance and attainment.</p> | <p>This will support parents to ensure students are punctual and support students who have low attendance due to personal/SEMH reasons. It will also reduce the impact of hunger as a barrier to learning. Research conducted by Magic breakfast club notes correlation between pupils who eat breakfast and improved attainment. In addition, it will reduce the number of students whose poor attendance escalates into PA and CME cases. These approaches will encourage students to take responsibility for their own attendance, preparing them for life after Thrybergh and create a culture of rewards.</p> | 1,4,5,7 |
| <p>To increase the awareness of engagement with post-16 opportunities through drop-down careers events, engaging with local businesses and charities and liaising with colleges and sixth forms.</p> | <p>This will ensure that students are able to make informed choices about their next steps in education and training and reduce NEETs. Whilst there is insufficient evidence at this time to gauge the exact impact of aspiration interventions, the EEF states that raising aspirations is believed to incentivise improved attainment by exposing students to new opportunities and develop self-esteem, motivation and self-efficacy.</p> | 5,6 |

Total budgeted cost: £343,873

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | All | PP | Non-PP |
|--------------------------------|--------|--------|--------|
| Progress and Attainment | | | |
| P8 | -0.62 | -0.94 | -0.18 |
| A8 | 36.1 | 30.15 | 44.04 |
| EBACC APS | 2.76 | 2.29 | 3.39 |
| Basics 9-4 | | | |
| 9-4 EN | 60.40% | 48.33% | 80.00% |
| 9-4 MA | 38.70% | 31.66% | 48.88% |
| 9-4 EN and MA | 38.10% | 30.00% | 48.90% |
| Basics 9-5 | | | |
| 9-5 EN | 47.20% | 31.66% | 57.77% |
| 9-5 MA | 24.50% | 16.66% | 35.55% |
| 9-5 EN and MA | 21.70% | 11.70% | 35.60% |

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.94. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 30.15. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

57% of this year group are disadvantaged students. 31.7% of disadvantaged students are also on the SEND register, compared to 24% of those who are not disadvantaged.

There is a clear gap between the progress and attainment of those who are disadvantaged and their peers. The impact of the Covid-19 pandemic on results is clear and supports the findings that disadvantaged students are significantly more impacted by the pandemic than their peers.

The gap is widest in English at grades 9-4. This has widened compared to previous years. The gap in English at grades 9-5 is significantly lower and has decreased compared to 2019 (the last academic year of external exams).

In Maths, overall attainment was lower and the gap between disadvantaged and non-disadvantaged was smaller than in English at grades 9-4. This gap is maintained in size at grades 9-5.

Absence among disadvantaged pupils was 10% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. The levels of internal truancy are significantly higher than in previous years.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including English, Maths and Science interventions in tutor time, reading interventions), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local newly appointed Family Support Worker to address some of the more significant mental health challenges posed post-pandemic.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.