

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged learners, as identified by the diagram below.

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 and college (2023-2024).

Overview

Detail	Data
School name	Thriftwood School and College
Number of learners in school	210 - KS 2-4 56 - KS 5
Proportion (%) of pupil premium eligible learners	34.59% (92 learners)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Georgina Pryke
Pupil premium lead	Ruth Saban/Lisa Walker
Governor / Trustee lead	Kim McWilliam

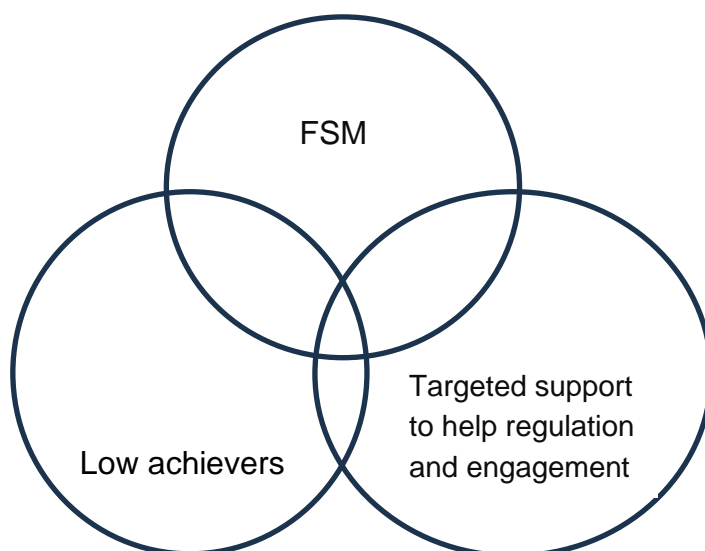
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,524
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding LAC	£13,270
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	£113,794

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) and in conjunction with the EEF guide detailing how to plan, implement, monitor and sustain an effective PPG strategy. 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 learners' progress, and interventions based on engagement, attention and CLL (communication, language 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 CLL 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 learners.

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, which may be 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 CLL 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>Learners 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>Learners 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>Learners with sensory needs have an appropriate sensory diet and resources enabling them to focus on class activities appropriately.</p>
<p>Learners 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>Learners 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>Learners with a SLCN have clear targets and strategies to support their needs to enable them to fully engage in the curriculum.</p>
<p>Learners have equal access to the curriculum and all enrichment activities.</p>	<p>All learners 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 learners will be supported to manage their mental health,</p>	<p>Increased attendance.</p> <p>Increased positive behaviour for learning.</p>

raise self-confidence, develop resilience and show appropriate behaviours for learning in order to engage in quality first teaching.	Academic progress through increased engagement in learning.
Learners who do not (for a variety of reasons) eat breakfast at home will receive a healthy meal at the start of the day.	Learners are ready to access learning, without feeling hungry.
The CLL curriculum will meet the evolving needs of our cohort by providing learners with high quality teaching and interventions supported by practitioners and therapists such as SaLT and Music Therapist (social communication groups)	Learners make rapid progress in communication, language and literacy. They are able to communicate their needs and experience positive interactions with their peers. There is a reduction in incidents caused by frustration and difficulties in communication.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Speech therapist £17,486 per year

OT therapist £5,920 per year

Sensory equipment including outdoor swing £3,700

Music therapy £14,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist and resources	<p>The speech therapist assesses learners 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 learners, create resources and meet with parents to support them with learners' needs at home. She will work with the NHS Provide speech therapist to ensure joined up working. Extend to college learners.</p> <p>Work with individual teachers to assess and identify next steps for whole class groups in terms of CLL skills; share resources, collaboratively agree targets and next steps to meet needs.</p>	2, 3, 5
Sensory occupational therapist and resources	<p>We commission a specialist sensory occupational therapist who will assess learners (as requested by staff or parents) to fully understand their sensory needs, helping learners to calm and prepare them for learning. Enabling learners 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 learners on a daily basis. We also use the funding to purchase appropriate resources to support sensory needs (as recommended by the OT).</p>	3
Music therapist	<p>Used across school and college to provide both individual therapy sessions for identified learners through a referral process, and also to develop communication skills in groups (CLL) within the primary department.</p>	1, 2, 5

Targeted academic support

Budgeted cost:

Learning support time £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support (JM)	Carry out individual academic assessments on learners to ensure that work is targeted to learners' level. Provide 1:1 / small group interventions to boost academic progress and self-esteem.	2, 5

Wider strategies

Budgeted cost:

YMCA £4,135 per year

Reggie £205 per year

Breakfast club £2,000 per year

Financial support £9,128 (Including residential)

Counselling £11,802 per year

Staff Development £5,000

SJH Counselling £8,100

Boxing intervention £3,230

Educational Resources £1,000

SEMH support £9,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 learners. 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 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.	1, 2,
Financial support: residential stays, trips, uniform,	This funding will allow learners to fully access all parts of school life which leads to increased self-esteem linked with inclusion and smart appearance. It means	2, 4

swimming, horse riding	all learners can be included in all trips / visits, including residential stays.	
Early morning club	The healthy, nutritious food allows learners to have sustained focus in the classroom and provides a calm, structured start to the day. It also encourages healthy eating and learners 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 learners 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 learners with: 1) Calming behaviours 2) Increased social skills and self-esteem 3) Increased confidence 4) Teach responsibility and respect to all life 5) Motivate learners who are often less attentive	1, 2
Staff development	Increase staff awareness and skill set to meet the needs of complex learners, learners with an SEMH profile and those presenting with mental health needs.	1, 2, 5,
SEMH support	An increasing number of learners are presenting with significant behavioural challenges and are unable to access learning in the classroom. Environment, staff and equipment adaptations are required to meet their presenting needs.	1, 2
Boxing intervention	Through boxing with a professional trainer, the learners not only will develop their hand eye coordination, improve their fitness and learn a new sport, but also improve self-esteem, confidence and boost morale.	1, 2
Educational resources	Purchase of increased range of resources to meet the CLL needs of all learners.	5

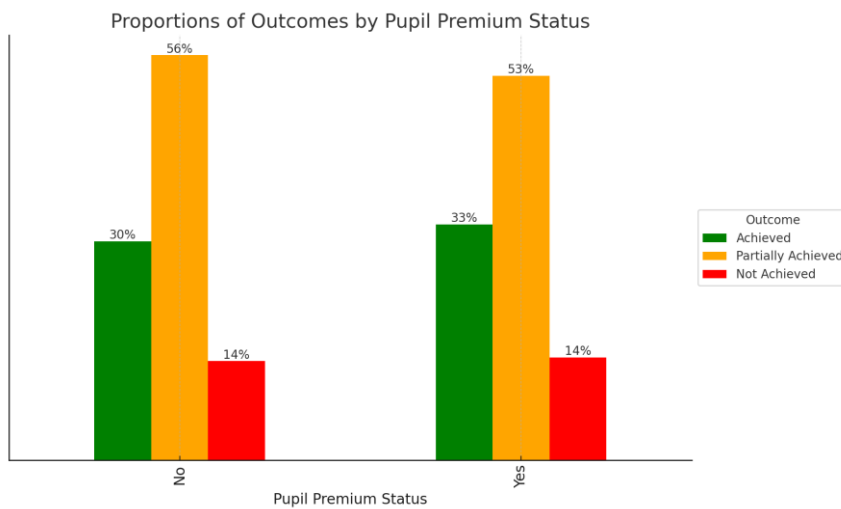
Total budgeted cost: £113,794

Review of outcomes 2023-2024

Summary	Impact of spending
Speech & Language Therapist £13,312.50	The speech therapist has assessed learners 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 learners, created resources and met with parents to support them with learners' needs at home. She has formed links with the NHS Provide speech therapist to ensure joined up working.
Sensory occupational therapist advice / resources £5,531.70	A large number of learners 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 learners are ready to learn. They have enabled learners to regulate their sensory needs more easily, increasing engagement in lessons.
Units of Sound literacy intervention £1,000	Units of sound licences have been renewed and staff trained to deliver this intervention which helps targeted groups of learners (who particularly struggle) to improve their literacy.
Music therapy £0	Unfortunately, we have been unable to offer this intervention this year due to the long-term sickness of our music therapist. A replacement has been sourced for 24/25.
Counselling £25,795	The counsellors have 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 learners 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. They have also undertaken play therapy with specific learners to support their social skills, specifically with peers. On the college site, the counsellor has worked with 25 learners on short term and longer-term pieces of work seeing a decrease in negative self-talk, enabling learners to talk positively about themselves.
Financial support: residential stay, trips, uniform, horse riding £6,752.36	We have supported a number of Year 7 and 9 learners to attend residential trips which has enabled inclusivity whilst learning valuable skills and taking part in adventurous activities. These help with learners' team building skills, social skills, life skills, support of mental health conditions and improve confidence.

	<p>We have purchased a number of uniform items to allow learners to feel fully included – families have appreciated the extra financial support.</p> <p>We have provided financial support to parents/carers to ensure that their child has been able to access visits to specialist venues, such as the Danbury Outdoor Centre, Legoland etc</p>
<p>Early morning club £3,000.85</p>	<p>Learners 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>
<p>YMCA Support Worker £3,006</p>	<p>The YMCA Support worker has helped six families this year. She has worked 1:1 with the learners 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>
<p>School / college dog £202.90</p>	<p>Reggie has had a very positive impact on learners. He has been used as a reward to help learners with their own behaviour management and self-regulation. He has a calming influence on learners and has been used when learners 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>
<p>Other support Art therapy (LAC pupils with individual funding) £3270 Boxing intervention £3015</p>	<p>Art therapy for individual LAC pupils (see their PEP).</p> <p>Boxing intervention provided a positive opportunity for large proprioception physical movement. Learners respected and were keen to impress the coach, resulting in good attendance, and reduced aggressive outburst incidents. Learners' physical health was improved, along with increased self confidence.</p>
<p>Salaries – LSA support and SLT proportion of salary £47,204.69</p>	<p>Use of support staff provided interventions, and increased opportunities for individual support such as using the sensory room, creating personalised rewards and timetables, ensuring learners returned to a calm and ready to access class activities state quickly. Identified learners participated in Lego Therapy improving focus, language skills and creating a model for appropriate social interactions.</p> <p>Senior Leader reviewed and adapted the curriculum to meet the need of the low achievers, creating an assessment system which has enabled small steps of progress to be noted and celebrated. Next steps have been easily identified.</p>

Total – £112,594



The Pupil Premium analysis reveals:

1. Pupil Premium students have a higher proportion of fully achieved outcomes (33%) compared to non-Pupil Premium students (30%).
2. Partially achieved outcomes dominate for both groups, but the proportion is slightly higher for non-Pupil Premium students (56%).
3. Both groups show similar rates of not achieved outcomes (around 14%).

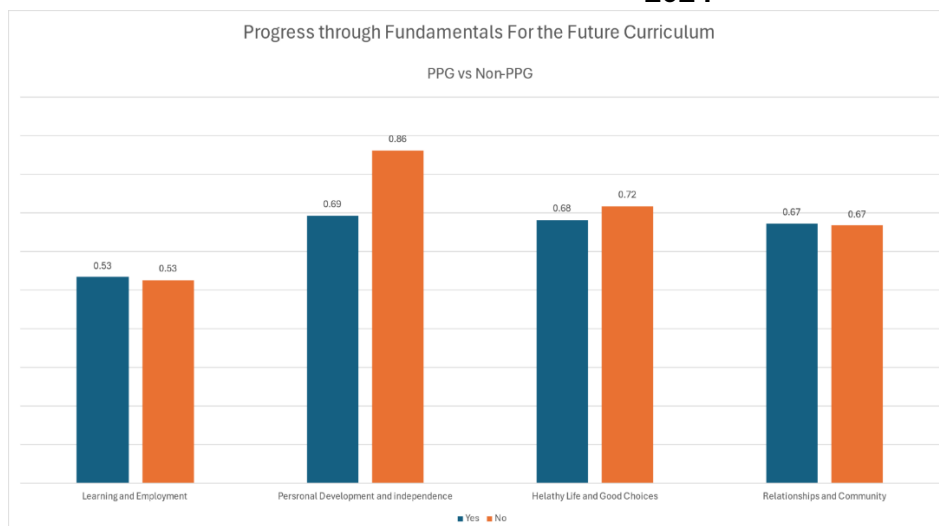
This suggests that Pupil Premium students are performing slightly better than their non-Pupil Premium peers in terms of fully achieved outcomes.

PP attendance: 91.86% *An increase of 3% compared to 22/23*

Non-PP attendance: 94.31%

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.

Progress through Fundamentals For the Future Curriculum between September 2022 and July 2024



Summary and Conclusion

The data shows that while there are some differences between students receiving Pupil Premium Grant (PPG) and those not receiving it, these differences are relatively minor, with most categories showing only decimal variations in their average scores:

Equality in Learning and Employment & Relationships and Community: There is no difference in average performance between the two groups in these areas, with both scoring 0.53 in Learning and Employment and 0.67 in Relationships and Community. This suggests that all students, regardless of PPG status, are equally well-prepared in terms of employability skills and their ability to engage with the community.

Slight Differences in Personal Development and Independence & Healthy Life and Good Choices: In Personal Development and Independence, students not receiving PPG have a slightly higher average (0.86) compared to those receiving it (0.69). Although there is a gap here, it remains relatively small.

In Healthy Life and Good Choices: students not receiving PPG have a marginally higher average (0.72) than those receiving PPG (0.68). The difference here is minimal, suggesting that both groups are generally performing similarly in making healthy lifestyle choices.

Recommendations:

Targeted Support in Personal Development: While the difference in Personal Development and Independence is still minor, providing additional support or targeted interventions to students receiving PPG in this area could help bridge the small gap that exists.

Maintaining Equal Support: Continue to monitor and ensure that both groups receive equal opportunities and support, especially in areas where they are already performing similarly, such as Learning and Employment and Relationships and Community