

## The Thomas Alleyne Academy

### Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Thomas Alleyne Academy
Number of pupils in school	998
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2025/2026
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Mark Lewis Headteacher
Pupil premium lead	Klaas Luchies Assistant Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 208035
Recovery premium funding allocation this academic year	0

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£208035

# Part A: Pupil premium strategy plan

## Statement of intent

### The Thomas Alleyne Academy approach to Pupil Premium

The Thomas Alleyne Academy's core values underpin the work that we do with pupils who are in receipt of Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress. These barriers are often complex so we provide bespoke practical, emotional, aspirational and academic support. We aim that all students make good progress and achieve high attainment across the curriculum.

Our current plan considers the way in which we can have most impact on our disadvantaged students and is based on the Education Endowment Foundation's (EEF) recommended three tiered approach focusing on:

- Supporting high-quality teaching, such as staff professional development
- Providing targeted academic support
- Tackling non-academic barriers to academic success, such as difficulties in attendance, behaviour and social and emotional wellbeing

EEF – [EFF Guide to the Pupil Premium](#) – Updated September 2023

### How do we measure the impact of intervention with our Disadvantaged Students?

The impact of our interventions will be measured across a range of criteria. Our benchmarks are: attendance, inclusion, destinations and pupil progress. We make use of the Pupil Premium funding to support bespoke interventions, using our own knowledge of each cohort. Our numbers of pupils in receipt of the Pupil Premium are between twenty and thirty percent of each cohort, therefore each cohort needs a unique support package. Impacts and interventions will be assessed on a termly basis in line manager meetings, then reviewed by the Senior Team and shared with the Governing Body.

- Attendance

A measure of a pupil's engagement is attendance. Attendance at The Thomas Alleyne Academy is just above the national guidelines and a whole school focus is in place to support further improvement. Where PP student's attendance is below 95% it has a significantly negative impact on the individual student's progress. At the Academy we are committed to ensure learning is accessible and inclusive for all students. Our aim is for all students to attend and remove any possible barriers that prevent students from attending.

- Inclusion

The Academy prides itself on its inclusive and caring pastoral system. We use a range of in house support as well as buying in counselling services, behaviour management, Educational Psychologist and use of our local Education Support Centre. Our levels of

exclusion both fixed term and permanent are broadly in line with national trends for state funded secondary cohorts.

- Destinations

Our aim is to ensure all our disadvantaged students have a clear progression pathway and move on to positive destinations when leaving the Academy. A well-structured curriculum will allow them to have a clear choice of options; advice and guidance in KS3 will allow them to choose an appropriate pathway. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside this is to ensure disadvantaged pupils in Key Stage Four progress to a positive chosen pathway, all disadvantaged students receive Independent Advice and Guidance from [SfYP Hertfordshire](#) to discuss their positive destination following GCSE.

As a school we are proud of our careers education programme that fully meets the Gatsby Benchmarks. At all points we prioritise our most disadvantaged students for appropriate careers support.

Our strategy is also integral to the wider school plans for education recovery, notably in its targeted support through the in School Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work which they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes:</b></p> <p>Performance of disadvantaged students is significantly below that of non-disadvantaged with an average points score of 36.75 compared to 51.4 of non-disadvantaged. This mirrors the national figures but at TAA we find working with families on an individual basis ensures the best improvement. The challenge with this is the time and staffing resources this takes to work with families on an individual basis.</p> <p><i>Levels of engagement with school, support and intervention from disadvantaged students is below the standard in previous years. This impacts negatively on students' preparations for exams leading to significantly lower outcomes when comparing disadvantaged to non-disadvantaged students.</i></p>
2	<p><b>Outcomes:</b></p> <p><b><i>Reading comprehension</i></b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension/fluency than peers. This impacts their progress in all subjects.</p> <p>When students come from primary school with a low reading age. The impact is that a number of our students are unable to access the curriculum when they start in year 7. Students unable to access the curriculum in KS3 will have difficulty accessing the key reading skills required at KS4.</p> <p>41 students joined the school with a reading age below age 11; 36% are disadvantaged pupils.</p> <p>On entry to year 7 in 2022/23 (ARE data), 73 % of our disadvantaged pupils arrive below age-related expectations compared to 39% of their peers. This gap remains steady during pupils' time at our school.</p> <p>Students are not regular readers; they do not read at home, have not had reading modelled to them and some do not have access to reading books.</p>

3.	<p><b>Character:</b></p> <p>Students arriving at secondary school and post covid having not developed the character skills that they require to access their learning. By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p>
4.	<p><b>Character:</b></p> <p>Students also have limited opportunities to take part in enrichment activities that help to build relationships with their teachers, enthuse them about their subjects and complete activities that enable them to develop their character skills.</p>
4.	<p><b>Character:</b></p> <p>National data show that disadvantaged pupils are less likely to secure a positive destination at post-16 and post-18. We strive to ensure all students reach a positive destination at all transition points in their education.</p>
5.	<p><b>Behaviour:</b></p> <p>Since the pandemic and the subsequent cost of living crisis we have seen a significant increase in disadvantaged families being unable to afford the basics required for school including uniform, resources etc meaning students feel singled out and different. This often leads to student underachievement through either not attending school or extreme behaviours, both negative as well as isolating behaviours.</p>

6.	<p><b>Behaviour:</b></p> <p><b>Wellbeing</b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning due to poor attendance that affects exams/future prospects, and the lack of engagement with enrichment opportunities due to financial or social skills.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have been markedly increasing since 2020.</p> <p>As of December 2023 the academy has 36 students on roll with SEMH issues as a primary need, and a total of 49 students who have SEMH listed as one of their needs. Of the 49 students, 22 are eligible for pupil premium.</p>
7	<p><b>Attendance:</b></p> <p>Attendance among disadvantaged students is 86% compared to 94% of non-disadvantaged students..</p> <p>Research proves that attendance below 95% has a negative impact on attainment and leads to lower outcomes impacting on further destinations.</p> <p>35% of disadvantaged pupils have been 'persistently absent' compared to 13% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress even more following the pandemic.</p> <p>Persistent absent student's lack of regular attendance leads to a breakup in peer relationship and weaker social skills development.</p>

## 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
Outcomes:	Gap in attainment reduces year on year between 2024-2026

To achieve a sustained reduction in the gap in attainment between disadvantaged and non-disadvantaged	
<p>Outcomes</p> <p>Provide bespoke academic support for students who may face challenges in achieving positive outcomes due to issues with reading ability or SEND</p>	<p>Students identified as not secondary ready develop their reading skills to enable them to access the curriculum and exam papers in all subjects</p> <p>Students with SEND achieve positive outcomes</p>
<p>Outcomes</p> <p>To provide a range of bespoke intervention and support strategies for key groups of students to help each one achieve positive outcomes (e.g. maths)</p>	<p>Students demonstrate a higher level of engagement, evidenced through lesson observations and shown in behaviour logs/progress reports.</p>
<p>Character:</p> <p>To provide a comprehensive character curriculum that enables students to develop their Social and Emotional skills.</p> <p>To provide enrichment activities for all students, tracking the engagement with them for disadvantaged students and working to remove their barriers to attendance.</p> <p>All students reach a positive post-16 and post-18 destination.</p>	<p>Reduction in behaviour logs linked to attitude to learning.</p> <p>Complete scheme of learning of each year mapped across the academic year.</p> <p>Student's feedback about how they have developed their Social and Emotional skills.</p> <p>Enrichment timetables and trip log</p> <p>Tracking of enrichment activities overtime</p> <p>Destination tracking and externally verified destination data.</p>
<p>Behaviour</p> <p>To ensure all students have access to uniform and resources no matter their circumstances to remove this barrier.</p>	<p>Students fully access learning and the school environment in the same way other students can, without fear of feeling different. Students' behaviour and progress improves due to positive opportunities in place for all, seen through a reduction in behaviour logs and improved progress reports. Increase in students and families accessing the in school uniform shop and shoe vouchers.</p>
<p>Behaviour</p> <p>To support students with managing their own wellbeing alongside increasing the</p>	<p>Student records such as CPOMS show the support that students have accessed including external agencies that have been involved. Wide ranging and specific</p>



support available for students to access when required.	well-being provision including small group sessions for students to have a successful school experience, this includes: continued good outcomes and attendance. Student surveys show improved well-being amongst disadvantaged students.
<p>Attendance:</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 3%.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul>

## 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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To retain key staff and provide time and resources for professional development.</p> <p>To ensure high quality teaching and support for disadvantaged students, by providing staff with training on specific aspects of</p>	<p>“Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students”.</p> <p><a href="#">High Quality Teaching</a> - EEF</p>	1.2,3,4,5,6,7,8

<p>classroom practice (behaviour management, classroom routines, scaffolding).</p> <p>To retain key staff by providing opportunities and pathways for career development.</p>		
<p>To develop students' reading skills through professional development for staff so all teachers can effectively teach reading.</p> <p>To provide high quality teaching of reading for struggling readers as part of the school's reading recovery programme.</p>	<p>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</p> <p><a href="#">Improving Literacy in Secondary Schools</a> – EEF</p> <p><a href="#">National Literacy trust</a></p> <p><a href="#">Literacy recommendations</a> - EEF</p>	2
<p>Developing teaching of problem solving in KS3 maths</p>	<p>Results in KS3 maths shows an improvement in students ability to problem solve and an decrease in the GAP of performances between disadvantage students and their peers whilst maintain a positive subject progress score.</p> <p><a href="#">Teaching Mathematics at Ks 3</a></p>	1
<p>Whole school curriculum review and development as well as targeted staff inset as to support teaching practice and routines</p>	<p>Clear classroom routines are established across the school. All lessons show evidence of appropriate scaffolding for students to allow for equitable access to learning.</p> <p><a href="#">Developing curriculum and teaching to fit context</a></p>	1.2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group or one to one tuition to support progress in both English and maths at both KS3 and KS4 (please note that some of this will also be funded through the School-led tuition funding).	One to one tuition and small group tuition are both effective interventions when targeted at students' specific needs. <a href="#">Small Group Tuition</a> - EEF <a href="#">One to One Tuition</a> - EEF	1,2,4
To ensure every disadvantaged student has suitable access to technology (device and access to the internet) aiding with uninterrupted learning.	Providing access to technology is part of the shift to remote learning. It is an invaluable intervention that means students can continue to access their learning. The ability for each disadvantaged student to have access to online learning and a device is of paramount importance <a href="#">Remote Education</a> - GOV.uk	2,4,7
1:1 advice and guidance from an independent careers advisor for all pupil premium students.	1:1 advice results in students exploring the more options at post 16 and 18 resulting in better selection of destinations. <a href="#">Aspiration intervention</a>	3,4
Tracking pupil premium students attendance at clubs and enrichment activities. Identifying barriers to attendance and supporting students to access a wide range of opportunities.	By tracking the students' attendance at enrichment opportunities we can identify students who are not engaging in any enrichment activities and support them to do so. Attendance at clubs can help with students' attendance at school as it builds a sense of belonging to the community. It also allows students to develop set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond.  <a href="#">Metacognition and self regulated learning</a>	3,4,7.8
Whole school reading strategy to improve reading age and fluency.	Reading comprehension strategies are low cost and high impact + 6 months as supported by EEF  The strands of the whole-school reading strategy are:	2

	<ul style="list-style-type: none"> <li>• Reading intervention (for struggling readers)</li> <li>• Explicit teaching of vocabulary</li> <li>• Teaching of comprehension skills</li> <li>• Reading for Pleasure</li> </ul> <p>Reading Intervention comprises of two strands: Thinking Reading (phonics based) and Reading Fluency (comprehension focused)</p> <p>Thinking Reading: What every secondary teacher needs to know about reading: James and Diane Murphy  <a href="https://www.thinkingreading.com/about/">https://www.thinkingreading.com/about/</a></p> <p>Reading Fluency: Students who have participated in KS3 project have made an average of 18 months (1 year 6 months) progress in reading comprehension age over an 8 week period.  <a href="https://www.hfleducation.org/reading-fluency/key-stage-3-ks3-reading-fluency-project">https://www.hfleducation.org/reading-fluency/key-stage-3-ks3-reading-fluency-project</a></p> <p>David Didau  Evidence to support reading fluency strategies to support comprehension: For many students, school may be the only time in their lives when they have to navigate their way through events that are unfamiliar and intellectually demanding.  <a href="https://learningspy.co.uk/category/reading/">https://learningspy.co.uk/category/reading/</a></p> <p>A need to establish a reading culture within the school: 'we can, and should, be passionate about reading for both pleasure and purpose.'  Every teacher should be trained to be, 'an expert in reading'.</p> <p>Alex Quigley: Closing the Reading Gap  <a href="#">'Now the whole school is reading': supporting struggling readers in secondary school</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain and expand the pastoral support team	There has been an increase in need for pastoral support in school in recent years which has also been exacerbated by the pandemic. Student, staff and parent/carer voice demonstrates the value of our pastoral team members in supporting both students and their families in times of need from Year 7 through to Year 13.	1,3,5,6
Establish MCR pathways (Herts Young Talent) mentoring for identified students	Key students will be provided with an external mentor to support their motivation, aspirations and development. <a href="#">MCR - 3 Year Impact Evaluation</a>	3, 4
Link governors appointed to monitor, support and challenge	<p>Increase awareness and regular updates to governors as to the actions taken by stakeholders on how they have supported disadvantaged students in all areas.</p> <p><a href="#">Spotlight on Disadvantage (NGA (2018))</a></p> <p>“The NGA (2014) suggest that... school staff should lead on the day-to-day implementation of spending decisions but the governing board should be involved in:</p> <ol style="list-style-type: none"> <li>1. understanding the best way to spend the pupil premium based on a variety of sources of evidence</li> <li>2. signing-off on a pupil premium spending strategy based on an informed understanding of the ‘barriers to educational achievement’ facing eligible pupils and what works to overcome these barriers</li> <li>3. reviewing and amending pupil premium allocation as a result of ongoing monitoring”</li> </ol>	1,2,3,4,5,6,7 ,
Identifying and training staff to act as ‘Mental Health Champions’. Mental Health champions will be	Evidence shows that students being able to access a trained key worker who they feel they can talk to, helps for them to be able to share	4, 5

trained to support students as part of a key person approach for those who are struggling with managing their own wellbeing.	<p>concerns early and for staff to be able to offer support before worries become greater.</p> <p>Due to the significant increase in student wellbeing concerns and the reduction in available external support.</p> <p>The school plans to develop staff expertise in supporting student wellbeing through training and attending updates from National and County providers. <a href="#">Dfe - State of the nation 2022: children and young people's wellbeing</a></p>	
Early intervention with targeted careers programs to support all students.	<p>As a school we have found that early careers support gives students motivation, focus and a clear route forwards.</p> <p><a href="#">Careers-Education-Infographic</a> -EEF</p>	3
Appointment of three Character Champions to develop the character curriculum and ensure it meets the needs of all year groups.	<p>The character curriculum is designed to help students to develop the skills they need to access their learning and to learn about issues in the wider world.</p> <p><a href="#">Metacognition and self regulated learning</a></p>	3, 4
Retention attendance administration support and to embed principles of good practice set out in the DfE's 'Improving School Attendance' advice	<p>The recruitment of an Attendance Admin Assistant in December 2021 has seen an increase in communication and therefore parental engagement.</p> <p>In September 2023 a staff member was asked to provide an additional 12 hours support to the attendance team.</p> <p>Student attendance monitoring has also become increasingly efficient and effective.</p> <p>Targeted reward systems to end each term positively, ensuring P/P students are invited to celebrate good attendance.</p> <p><a href="#">Parental Engagement</a> - EFF</p> <p>A clear link has been established between attainment and attendance. <a href="#">Improving School Attendance</a> - DfE</p> <p><a href="#">New Insights Into School Absence</a> - Children's Commissioner</p>	7.8
Supporting Parents of school refuser by providing specialist advice	<p>Set up joint parental workshops with the NHS &amp; County Attendance Teams, as to provide parents with strategies on how to improve their child's attendance</p> <p>Promote in-house information sessions promoting with parents of P/P students (phone calls)</p>	7.8

	<a href="#">Improving School Attendance</a> - DfE	
Increase home visits to students that attendance falls below 92%	Increase in the number of visits and the impact on attendance for those students, in order to get a better understanding of the barriers to attending.	7,8

**Total budgeted cost: £ 208 000**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our data in performance tables 2023/24 shows that there is still a gap in the outcomes for disadvantaged students. Outcomes of disadvantaged students in KS4 exams 2023 are just over a grade lower than for all students, with a P8 score of -1.08 compared to 0. The gap in achievement between disadvantaged and non-disadvantaged students has remained at a similar level compared to 2019.

Despite being behind our targets for the past year, the outcomes we aimed to achieve in our strategy by the end of 2025/26 can still be realised.

Our observations show that issues in school still stem from the results of the pandemic; a cost of living crisis, an increase in mental health issues and child poverty. In addition, there appears to have been a shift in culture following lengthy periods of lockdown and industrial action, an increased level of anxiety and difficulties in relationship forming for students, long waiting lists for medical diagnoses and what Ofsted referred to as a 'fractured contract' between parents and schools.

These issues are particularly impactful on our disadvantaged students and their families. The impact of these external factors has been mitigated by our resolution to maintain a high quality curriculum, and focus on excellent teaching and learning. Attendance remains above the national average, but we understand that there needs to be a focus on improving attendance of disadvantaged children so they can be at school and benefit from extra support. The decision to fund pupil premium and attendance support has proved invaluable, not only in terms of monitoring and supporting attendance but also allowed for increased home visits and supporting an increase in parental engagement and encouraging more regular communication.

Closing the attainment gap remains central to our current plan. The school development plan has been radically re-written to focus on achievable goals for disadvantaged students in each year group. In year 11 the success measure will be for the gap between PP and non-PP students to be reduced to at most -0.5, and for all

students to secure a positive post-16 destination. Prior to year 11, the plan includes a target for PP students in each year group, in order to ensure that they have opportunities for development and are provided with appropriate support.

Increasing the available pastoral and attendance support through the allocated funding has meant that we have been able to respond more effectively to the increased needs of students in terms of barriers to attendance, wellbeing and mental health as well as physical needs. Targeted interventions using both school staff and external agencies have also been put in place where required.

A priority for this academic year will be planning and implementing targeted intervention for students identified through careful scrutiny of attainment in the mock exams, cross-referenced with information on attitude to learning and barriers to achieving well.

Through developing relationships with disadvantaged students and their families, pastoral and attendance staff can provide bespoke assistance for individuals, helping to overcome barriers to success,

The school focus on positive destination for all, enable our disadvantaged students have a clear progression pathway and move on to positive destinations when leaving the Academy

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Year 10 Maths tuition (small groups)	<a href="#">My Tutor</a>
Year 7 & 10 reading interventions (1:2:1)	Teaching Assistants using <a href="#">Thinking Reading</a>
Year 7 & 10 reading fluency (small group)	<a href="#">Reading Fluency Project</a>



**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i>
<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

In 2023 we are introducing 'Thinking Reading' to the school as part of our reading recovery strategy. Year & 7 10 students are currently being tested to allow us to intervene with the right students. Our teaching assistant team is also being trained to run the diagnostic testing and recovery programme.

We are working closely with Rachel Macfarlane, lead advisor for 'under-served' children at Herts for Learning as part of a year-long programme to support our pupil premium students. Rachel ran a whole staff session in September 2023 and is running additional sessions with curriculum and pastoral leaders this term.