

PUPIL PREMIUM STRATEGY STATEMENT WITH EVALUATION 2018-2019

St Thomas More Catholic Academy

Date of Policy: Updated:	September 2018
Member of Staff Responsible:	Mrs S Barker Mrs J Doig
Principal:	Mr M Rayner
Approved by the Academy Representatives Nominated Academy Representative:	TBA
Date of Policy Review:	August 2019



All Saints Catholic Collegiate

Pupil Premium Strategy Statement

1. Summary information	
School	St Thomas More Catholic Academy
Academic Year	2018/2019
Total PP budget	£273,020 (Budget £275,000, plan costed at £278,206.50)
Date of most recent PP Review	February 2016, OFSTED May 2017
Total number of pupils	1050 including KS5 950 in KS3 & KS4
Number of pupils eligible for PP	315 (30.0%) including KS5 315 (33.2% KS3 & KS4)
Date for next internal review of this strategy	July 2019 plus termly review

2. Background Information and Context
<p>The proportion of disadvantaged students in the school is increasing each year, with the highest proportion of disadvantaged students being lower down in the school (Y8 in particular at 39.3%). The proportion of disadvantaged students at STMCA is above national average at 35% (national 28%). There is also an increase in the number of students who are claiming for FSM lower down the school, with 22.1% of the Y7 cohort claiming for FSM compared to 14% in KS4.</p> <p><u>Statement from the OFSTED report 2017</u> “The proportion of pupils who are eligible for support through the pupil premium is above the national average. The school also makes effective use of the pupil premium funding to support disadvantaged pupils. Leaders do a detailed analysis of the issues that prevent pupils from fulfilling their potential and draw up plans to ensure that the funding is spent to address these issues successfully. The school monitors closely the impact of these plans and records show that disadvantaged pupils benefit from them, both in terms of progress and personal development.”</p>

3. Current attainment		
	2017-2018 Actual Results Pupils eligible for PP (your school) School NPP in brackets	2018-2019 Actual Results Pupils eligible for PP (your school) School NPP in brackets
% achieving expected progress in English / Maths (STANDARD PASS, 4+)	42.9% (51.7%)	57% (68%)
% achieving expected progress in English / Maths (GOOD PASS, 5+)	21.4% (35.8%)	31% (33%)
Progress 8 score average	-0.74 (-0.40)	-0.66 (-0.11) <i>unvalidated</i>
Attainment 8 score average	34.8 (41.8)	40.6 (44.8)
Attendance (PP figures)	92.95% (95.3%)	93.9% (96.4%)

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4. PP evaluation of academic year 2017-18

Refer to evaluation in the 2017/2018 PP Strategy with Evaluation document

5. School Priorities

A.	Performance of Most Able disadvantaged students
B.	Performance of disadvantaged students in Open Basket subjects
C.	Development of Literacy and Numeracy skills for disadvantaged students to improve the number of disadvantaged students achieving a strong pass in Basics.
D.	Performance of all students including disadvantaged students in Ebacc subjects
E.	Development of aspirations and opportunities for disadvantaged students
F.	Attendance of disadvantaged students at school.

6. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further improve progress and outcomes of Most Able disadvantaged students. Measured through GCSE outcomes and internal data points.	Most able disadvantaged students to perform at least in line with all most able non-disadvantaged students nationally.
B.	Performance of disadvantaged students in Open Tier subjects will improve and outcomes will increase at GCSE and at internal data points.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in Open Tier qualifications.
C.	Further improve outcomes for all disadvantaged pupils, especially in English and Mathematics.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally
D.	Performance of all students including disadvantaged students in Ebacc subjects will improve and outcomes will increase at GCSE and at internal data points, through robust quality first teaching and monitoring.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in Ebacc qualifications.
E.	Development of aspirations and opportunities for disadvantaged students.	Disadvantaged students to access a greater range of enrichment activities/ educational visits
F.	To improve attendance for disadvantaged students.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally.

Faith: Effectiveness of Leadership & Management

1. Desired Outcome: **Supporting academic progress and the pastoral care** of disadvantaged students at STMCA. **£1,850**

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

2. Desired Outcome: **Improve literacy and numeracy** skills for disadvantaged students. To close the progress gap between PP and non PP students in English and Maths. **£69,328**
3. Desired Outcome: Promote the progress and improve outcomes for PP students in a range of curriculum areas by providing **access to learning equipment, strategies and resources.** **£9,759.50**
4. Desired Outcome: **Targeted support for PP pupils.** **£7,316**
5. Desired Outcome: **Improve achievement of PP students** to ensure the attainment gap between PP students and other students within the school and nationally is narrowed including in Mathematics and English. **£3650**
6. Desired Outcome: **Quality of Teaching for All.** **£91,010**

Respect: Personal Development, Behaviour & Wellbeing

7. Desired Outcome: LSP provide support to SEN PP pupils, the work is monitored and evaluated. Impact on student progress, attendance and personal development and wellbeing. **£15,914**
 8. Desired Outcome: **Alternative Provision** and Intervention. **£17,000**
 9. Desired Outcome: Improve achievement, attendance and well-being of PP students. **£19,718**
 10. Improve the academic and pastoral transition provision for PP students. **£52,873**
- = £288,418.50**

£7586 = Opportunities Area funding support

Faith: Effectiveness of Leadership & Management

1. **Desired Outcome: Supporting academic progress and the pastoral care of disadvantaged students at STMCA.**

Chosen Action / Approach:

- Development of an effective Pupil Premium Team.
- The use of MAC network meetings to promote progress and transition.
- Director of school Improvement to promote and quality assure effective use of pupil premium funds.
- Mentoring programmes to support disadvantaged students (e.g Rising Stars).
- Develop an aspirational Most Able programme to accelerate the progress of most able disadvantaged students.

Allocated Funding:	£1,850	Staff Lead	Mrs S Barker / Mrs J Stubbs/ Mrs D Lovatt/ Mr Rayner/ Mrs Pycroft/ Mrs Leese (Mrs Beasley)/ Mrs Rowley
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Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Pupil Premium Team network Identify a PP Link member of staff in each department. Pupil premium support meetings (1/2 termly) and PP leads to drive planning for PP students within the department RAP process.</p> <p>EEF Research shows that strategies implemented such as use of TAs, within class attainment grouping, reading comprehension strategies, oral language strategies all have a positive impact on PP students, and PP Champions will develop use of these strategies in their department and feed information back to department staff to implement this.</p>	(Staffing costs)	<p>Minutes from Pupil premium support meetings to be presented to SLT (1/2 termly).</p> <p>Review after each Data Point and at next PP Champion Meeting.</p> <p>Quality assure intervention by SLT to ensure that it is specific and linked to department priorities.</p>	<p>Disadvantaged students have made progress which is nearly in line with all students, especially in English and Mathematics this year.</p> <p>PP Champions were elected from each department in October 2018 and have met half termly with the AHT PP Lead to discuss PP progress, set PP department targets and evaluate PP progress for students in all year groups in departments.</p> <p>On entry, the PP students this year 2019 were a slightly stronger group on entry, with 49% of PP students high attainers and just 14% low attainers. In 2018, the majority of PP students were middle attainers, with 28% high attainers and 20 % low attainers.</p> <p>Y11 Leavers Summer 2019 BASICS 9-4 for the whole cohort has risen from 49% (2018) to 65% (2019). 9-5 for the whole cohort has risen from 32% (2018) to 35% (2019). PP 9-4 has risen from 43% (2018) to 57% (2019). PP 9-5 has risen from 21% (2018) to 31% (2019).</p>

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			<p>Attainment 8 A8 has risen from 39.5 (2018) to 43.5 (2019). PP A8 has risen from 34.2 (2018) to 40.6 (2019).</p> <p>Progress 8 Progress 8 has improved from -0.52 to -0.28 (provisional). PP Progress 8 has improved from -0.74 to -0.66 (provisional).</p>
<p>Pupil Premium Senior Meeting Pupil premium meeting after every Data Point with the Head, SLT and PP link Governor to drive planning for PP students. EEF Research shows that Performance Pay has a positive impact of +1 months on learners.</p>	(Staffing costs)	<p>Minutes taken and reviewed at each meeting. Data after each Data point to be presented to SLT and Governor to identify areas for improvement, Impact Statements from PP initiatives to be presented and analysed. Review Action plan and review of action plan. Post review Pupil premium action plan. Review after each Data Point at SLT Meetings, and regularly through weekly Line Management</p>	<p>Accountability has been strengthened due to the additional of an aspirational Pupil Premium target for all SLT, Middle Leaders and TLR holders. This has raised the profile of PP students across the school and sharpened the focus of QFT and targeted, high quality intervention. PP Progress is discussed and presented as a full agenda item after every Data Point (please see PP Data Point Reports). There have been a number of improvements for disadvantaged students during summer 2019, where PP Basics 9-4 has risen from 43% (2018) to 57% (2019). Non PP Basics 4+ has risen from 51.7% (2018) to 67.6% (2019). This means that the gap between PP and non PP has widened slightly from 8.7% (2018), to 10.6% in 2019 due to the accelerated progress of non PP students.</p>
<p>LSP SEN Links in each department A key member of staff represents each department as the SEN link with a focus on PP students. Key PP and SEN vulnerable students identified and supported in lessons by and LSP. Pupil Passports written and used every lesson by teaching staff. Communication between LSP and Teacher prior to every lesson to ensure the most effective teaching and learning for the student. Regular PP and SEN CPD for staff. CPD for LSPs on barriers and effective steps to take in lessons (SPAG focus/rewards/positive use of language/redrafting/comprehension questions to support checking of understanding.</p>	Staffing costs £1,850	<p>Half termly meetings with SEN links and the SENDco to review students' individual needs. Regular contact with parents/ students. MER data review and actions. Review after each Data Point</p>	<p>SEND disadvantaged students are tracked through each data point and strategies are developed across the SEND and PP teams to ensure that individual needs are addressed. Overall the SEND progress 8 figure is -0.25 which is better than last year (-0.43). SEN K Progress 8 has improved from -0.82 (2018) to -0.1 (2019) for the 9 SEN K students. EHCP progress had decreased from -0.03 (2018) to -0.56 (2019) for the 4 SEND students with an EHCP. Of the 2 students who have an EHCP, 2 are PP. One of these students performed very well across the board, achieving a P8 score of 1.09, and the other PP students achieved a negative P8 score of -2.92 which has heavily skewed the SEND results. There was a heavy package of support in place for this student from both the SEND and pastoral team.</p>

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<p>EEF Research shows that strategies implemented such as use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students, and SEN Champions will develop use of these strategies in each department.</p>			
<p>MAC Disadvantaged Network meetings Meetings to take place termly to share good practice across the MAC and promote transition for disadvantaged students. Cross school projects to engage families and to equip them with the knowledge of how to accelerate their child's progress (e.g STEM project).</p>	(Staffing costs)	<p>Termly review meeting minutes to share good practice including annual transition meeting for disadvantaged students.</p> <p>Review after each Data Point and feedback to SLT after each PP MAC meeting</p>	<p>A number of MAC PP meetings have taken place in 2018-19 with focus on the correlation of progress in Maths and Science for disadvantaged pupils. A new MAC STEM week was introduced in July 2019 to improve transition and teaching and learning in STEM subjects across the MAC, as part of the development of STEM as a MAC priority in accordance with the MAC Science network.</p>
<p>Director of School Improvement Director of School Improvement to support and monitor re outcomes for PP and produce PP plan with senior leaders. Plan to be focussed in line with school priorities for disadvantaged students.</p>	(Staffing costs)	<p>Pupil premium support meetings.</p> <p>Review after each Data Point and feedback to SLT after each PP MAC meeting</p>	<p>Refer to data evaluation. There have been improvements for PP students at STMCA during summer 2019. P8 for PP students sits at -0.66 in 2019 (provisional) which has increased from -0.74 2018 (national overall P8 in 2017 -0.03). A8 has improved from 34.2 to 40.6 in 2019. National A8 for all students in 2017 was 46.29.</p>
<p>Leaders promote a culture of Growth Mindset Staff CPD focuses on promoting a culture of Growth Mindset. Students taking part in personalised programmes such as 'Rising Stars' will receive Growth Mindset and metacognition training. The 'Parent Partnership' project focuses on engaging parents in a culture of development. Family workshops empower parents / carers to learn how to support their child to study/ revise effectively. EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>	(Staffing costs)	<p>Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress. Review half termly after each Parent Partnership meeting. Review in bi-weekly meetings as part of the Most Able Honours Programme. Review staff CPD programme half termly.</p>	<p>Refer to data evaluation. There have been improvements for PP students at STMCA during summer 2019. There is a robust programme of CPD in place for all staff during Development Mondays. The impact of this has been that 53% of teachers were consistently secure in their practice in 2018/19, through the quality assurance of learning walks, lesson observations and book scrutiny.</p> <p>Rising Stars Intervention has been in place for students in all years this year.</p> <p>Y7-9 Rising Stars Wave 1: 27 students completed the programme. 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements. 2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further.</p>

			<p>55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus.</p> <p>37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>The new Parent Partnership Group is in place and 5 meetings have taken place covering topics such as SEND, EAL, PP, Literacy and numeracy. 15 parents are attending this group. 3 families in attendance are PP families. 1 family is SEND and 2 are EAL.</p> <p>The first Family Revision Session took place for key PP families of Y11 students in March 2019, to support families to help their children to revise effectively in core subjects. 40 PP families were invited, but 12 attended. It was felt that this was a positive step forward to increase parental engagement, as the families selected have previously been hard to reach families.</p>
<p>Academic Mentoring Programmes Academic mentoring is offered to disadvantaged students with the identification of the most vulnerable disadvantaged students to support to promote progress and attainment across all subjects. EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.</p>	<p>(Staffing costs)</p>	<p>Monthly meetings to take place with PP students. Half termly contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress. Review after each Data Point</p>	<p>Y7-9 Rising Stars Wave 1: 27 students completed the programme. 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements. 2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further.</p> <p>55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus.</p> <p>37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>Rising Stars Y11: 18/21 (85.7%) students improved their P8 score at DP3.</p> <p>11/21 (52.4%) students remain a focus for support throughout the examinations to increase their P8 score.</p>

			<p>ATTENDANCE – of the 15 students who were part of the programme at DP1, 4 have improved their attendance at DP3, 7 are above the school target of 96%, and 9 are above 95%.</p> <p>See overall data evaluation of Y11 Summer 2019 Leavers' results.</p> <p>Honours Programme:</p> <p>There have been 162 students on the most able 'Honours Programme' which was launched in January 2019, and the impact has been extremely positive.</p> <p>Overall, 99.33% of students have improved their P8 score whilst on the Honours Programme. 119/150 (79.4%) are meeting or exceeding expected progress at DP4 2018/19. 111/150 (74%) Honours students are exceeding expected progress by the end of 2018/19.</p>
<p>External Mentoring – Higher Horizons 'Ignite My Future' Project 15 week mentoring programme for identified Y10 and Y11 students including key PP vulnerable students to develop their resilience and increase aspiration. EEF Research shows that Mentoring schemes have no impact, but evidence does suggest that they can have impact on disadvantaged learners and that they can have impact which cannot be measured academically. Research suggests that this type of mentoring is most effective when delivered by outside positive adult role models. Links to the Gatsby Benchmark - 5. Encounters with employers and employees.</p>	(Funded by Higher Horizons)	<p>Weekly mentoring session to take place with identified cohort including key PP students. Progress and A2L data collated at the start and end of project to show impact. Review after each Data Point</p>	See overall data evaluation of Y11 Summer 2019 Leavers' results.
<p>Student Leadership Offer a wide range of student leadership opportunities across the Academy and encourage PP students to apply. Ensure that the Student Voice group have a</p>	(Staffing costs)	<p>New Student Leadership structure offered to all students through Acts of Worship in September. Form Tutors are supporting PP students</p>	<p>Disadvantaged students have a clear voice in school. The proportion of student leaders who are PP is above the proportion of PP students in school. Ultimately, this should increase PP outcomes and aspirations for the future.</p>

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<p>number of PP students proportionate to the % in school to represent disadvantaged students.</p>		<p>in particular to apply and write leadership letters using school guidance and resources. Review half termly and log student engagement on the Leadership spreadsheet</p>	<p>75 children in Y7-13 filled 100 roles as part of the newly launched Students Leadership Structure in September 2018. 25 of these children were PP, ensuring that 33.3% of student leaders were from disadvantaged backgrounds and had a strong voice within school. This exceeds the % of students in school who are PP, which from Y7-13 is 30.24%</p>
<p>Teaching & Learning Development Group The TLDG consists of a group of consistently Green teachers who have been identified to lead a teaching group. They will be clearly identifiable through coloured lanyards as teaching leaders so that staff can ask them for support and ideas to develop teaching. They will lead the Teaching and Learning Working Party sharing best practice. They will have a focus on PP achievement at each meeting. EEF Research shows that a range of key strategies can be implemented in the classroom with impact and the TLDG will use the EEF research to develop new strategies to accelerate progress. EEF Research also shows that the 5:1 ratio of praise vs. criticism is essential for motivating disadvantaged students, as well as a meet and greet policy ('Improving Behaviour in Schools' Guidance Report, EEF). These are key non negotiables in our school and are driven through the TLDG, staff CPD, weekly briefings and Sharing Good Practice sessions, as well as permanently being on the staff bulletin.</p>	<p>(Staffing costs) Lanyard paid for through T&L budget.</p>	<p>The TLDG will lead Teaching and Learning Working Party meetings with an agenda item of PP achievement to work collaboratively to develop strategies to support PP achievement. Review after each T&L Working Party meeting through minutes, and after each TLDG event</p>	<p>There is a robust programme of CPD in place for all staff during Development Mondays. The impact of this has been that 53% of teachers were consistently secure in their practice in 2018/19, through the quality assurance of learning walks, lesson observations and book scrutiny.</p> <p>There is a new Teaching and Learning Development Group in place in 2018/19, including 22 consistently secure teachers who have shown an interest in developing the quality of teaching and learning across the Academy, and sharing best practice with other staff. Members of the TLDG put together the termly teaching and learning newsletter, lead CPD and attend specific CPD sessions such as Lisa Ashes and Tom Sherrington in order to disseminate key information to other staff. This will be developed further next year to include members of the TLDG coaching staff who are inconsistent on the teaching map (as shown through learning walks, lesson observations and book scrutiny). Members of the TLDG also lead informal observation process called 'The Pineapple Chart'.</p>

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

2. **Desired Outcome: Improve literacy and numeracy skills for disadvantaged students. To close the progress gap between PP and non PP students in English and Maths.**

Chosen Action / Approach:

- Literacy and Numeracy Support.
- Provision of HLTA Support in Mathematics and English
- Pupil Premium funding is used to support disadvantaged pupils with literacy difficulties. PP funding is used to improve the Library environment and stock.
- Accelerated Reader to improve reading skills and accelerate progress in reading through the Accelerated Learner Programme in Years 7, 8 and 9.
- To further develop numeracy skills across the school including targeted support for Pupil premium students.

Allocated Funding:

£69,328

Staff Lead

Miss Beasley, Mrs Pycroft & Miss Gater

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Pupil Premium Intervention Teacher A new member of staff has been employed as a Pupil Premium Intervention Teacher to work in Maths and English departments. She will conduct small group intervention, mentoring and aspirational work. EEF Research shows that One to one tuition can add +5 months onto a learner, and that small group tuition can add +4 months onto a learner.</p>	<p>£8000 from PP budget, additional money from staffing costs</p>	<p>PP Impact data at each data point PP outcomes Lessons observations and work scrutiny Department minutes</p> <p>Review impact after each Data Point</p>	<p>PP students have been provided with key intervention in core subjects to accelerate their progress from their class teacher and HLTAs within Maths and English departments.</p> <p>STMCA employed an additional PP Intervention Teacher in Maths to support targeted PP and non PP students in and out of lessons.</p> <p>The impact of this has been extremely positive in Maths, with a 14% increase in 9-4 grades in 2019. The number of 4+ achieved in Maths exceeds national averages for 2019 which was 59.6%.</p> <p>P8 scores in Maths in 2019 are -0.26 for the whole cohort, and -0.57 for PP students. This has improved significantly from -0.57 whole cohort and -0.75 for PP students in 2018.</p> <p>Attainment in Maths for PP students has also improved from 6.5 (2018) to 8.2 (2019).</p> <p>There was also significant intervention put in place in RE towards the end of the academic year to support vulnerable students, including a course change and class changes, with additional sessions put into place to close the gap.</p> <p>Results have also improved in English and RE. The number of 4+ achieved in English exceeds national averages for 2019 which was 62%.</p>

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			<p>Looking at the impact of the PP Maths Intervention Teacher who worked with a number of students across the academic year, there was an average improvement of 1.34 grades where 31% improved by two or more grades and 97% improved by one grade. There is no clear trend to the success of the 31% other than more students were male or more students were studying the higher curriculum.</p> <table border="1"> <thead> <tr> <th>2019</th> <th>Maths</th> <th>Eng</th> <th>RE</th> </tr> </thead> <tbody> <tr> <td>9-4</td> <td>68%</td> <td>68%</td> <td>56%</td> </tr> <tr> <td>9-5</td> <td>39%</td> <td>44%</td> <td>47%</td> </tr> <tr> <td>9-7</td> <td>12%</td> <td>9%</td> <td>18.5%</td> </tr> <tr> <td>P1</td> <td>-0.26</td> <td>-0.24</td> <td>-0.26</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>2018</th> <th>Maths</th> <th>Eng</th> <th>RE</th> </tr> <tr> <td>9-4</td> <td>54%</td> <td>63%</td> <td>55%</td> </tr> <tr> <td>9-5</td> <td>36%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>9-7</td> <td>12%</td> <td>13%</td> <td>19.3</td> </tr> <tr> <td>P1</td> <td>-0.57</td> <td>-0.26</td> <td>-0.44</td> </tr> </tbody> </table>	2019	Maths	Eng	RE	9-4	68%	68%	56%	9-5	39%	44%	47%	9-7	12%	9%	18.5%	P1	-0.26	-0.24	-0.26					2018	Maths	Eng	RE	9-4	54%	63%	55%	9-5	36%	44%	39%	9-7	12%	13%	19.3	P1	-0.57	-0.26	-0.44
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<p>Accelerated Reader All disadvantaged students making progress with Literacy through Accelerated Reader. EEF Research shows that Reading Comprehension Strategies can add +6 months onto a learner.</p>	<p>£3,500</p>	<p>Completion of Reading /Literacy tests. Analysis of literacy tests for disadvantaged students.</p> <p>Review impact after each Data Point</p>	<p>All students including disadvantaged students in Y7 and Y8 have taken part in the Accelerated Reader programme 2018/19 to raise performance to their reading ages. The impact of this on disadvantaged students in particular has been very positive.</p> <p>Year 7: Pupil Premium students are making more progress than non PP students by 10%. Double the percentage of PP students are making outstanding progress (more than 4 years). 63% of all students made progress in the final STAR reading test. 73% of pupil premium students made progress in the final STAR reading test.</p> <p>Year 8: The gap between PP and non PP is much smaller within this cohort. However, again double the percent of PP students are making outstanding progress in comparison to non PP students. In all other measures, the progress made by both non PP and PP students is similar.</p>																																												

			<p>61% of all students made progress in the final STAR reading test. 60% of pupil premium students made progress in the final STAR reading test.</p> <p>We have reviewed the impact and logistics of Accelerated Reader and have decided to move away from this programme and to introduce a new programme called 'Bedrock' to improve reading, vocabulary and oracy skills. Y7 and Y8 students will take part in this, alongside all PP students in Y9-11 to ensure that they have additional support to improve literacy skills.</p>
<p>Pupil Premium Book Club Delivery of a targeted Pupil Premium Book club reading support for disadvantaged students. Students will be targeted to attend based upon AR reading ages, and contact will be made with families to engage them in the process. EEF Research shows that Reading Comprehension Strategies can add +6 months and that small group tuition can add +4 months onto a learner.</p>	(Staffing costs)	<p>Book club attendance to be monitored and triangulated with family support to lead to improvement in reading ages.</p> <p>Review impact after each Data Point</p>	<p>Please see Accelerated Reader impact and Y11 Leavers English results summer 2019 above.</p>
<p>DEAR The 'Drop Everything and Read' strategy is designed to increase the amount of time students spend reading daily and embed this into the culture and curriculum. PP students will be provided with a book if they do not have one, and are able to borrow a book from the library for free. EEF Research shows that Reading Comprehension Strategies can add +6 months onto a learner.</p>	(Included in Library costs)	<p>DEAR participation will be logged on SIMS and 'no DEAR book' will be logged so that the pastoral team can follow this up. Accelerated Reader testing will take place in KS3.</p> <p>Review impact after each Data Point</p>	<p>DEAR has been embedded into school life throughout 2018/19, and Y7 and Y8 students read regularly. The culture at STMCA values literacy and reading and makes time for the development of this within the school timetable. Teachers model reading for pleasure. PP students in particular benefit from this where they have little or no opportunity or resources to read at home. The impact of Accelerated Reader and STAR testing shows that PP students make accelerated progress when these strategies are employed (see Accelerated Reader Impact Report).</p>
<p>School Literacy Strategy To raise literacy skills for disadvantaged students through the school literacy strategy. This includes spoken literacy to develop whole school oral language skills through 'SALAD' Days. EEF Research shows that Oral Language Interventions can add +5 months onto a learner.</p>	£550	<p>Student Voice. Data/ MER Cycle including RAP plans. SALAD Day CPD for staff and department planning.</p> <p>Review impact after each Data Point</p>	<p>Please see Accelerated Reader impact and Y11 Leavers English results summer 2019 above.</p> <p>A range of strategies have been implemented this year including Accelerated Reader, PP Book Clubs, DEAR, Literacy staff CPD, SALAD oracy days and additional literacy support through HLTAs and Rising Stars.</p> <p>Performance in English is very positive across the lower years for PP students, with P8 scores positive in all year groups after the Internal Exams at DP4: Y7 – +0.29</p>

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			<p>Y8 – +0.36 Y9 – +0.49 Y10 – +0.30</p> <p>In 2019, the number of 4+ achieved in English is 68% which exceeds national averages for 2019 which was 62%. PP Students make progress in English which is above all students nationally. 62.5% of our PP students achieved a 4+ in English, compared to 62% of all students nationally.</p> <table border="1"> <thead> <tr> <th>2019</th> <th>Eng</th> </tr> </thead> <tbody> <tr> <td>9-4</td> <td>68%</td> </tr> <tr> <td>9-5</td> <td>44%</td> </tr> <tr> <td>9-7</td> <td>9%</td> </tr> <tr> <td>P1</td> <td>-0.24</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <th>2018</th> <th>Eng</th> </tr> <tr> <td>9-4</td> <td>63%</td> </tr> <tr> <td>9-5</td> <td>44%</td> </tr> <tr> <td>9-7</td> <td>13%</td> </tr> <tr> <td>P1</td> <td>-0.26</td> </tr> </tbody> </table>	2019	Eng	9-4	68%	9-5	44%	9-7	9%	P1	-0.24			2018	Eng	9-4	63%	9-5	44%	9-7	13%	P1	-0.26
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<p>Numeracy Ninjas To raise numeracy skills for disadvantaged students through the school becoming a number friendly school including Numeracy Ninjas at KS3. All staff to complete CPD on how to use Numeracy Ninjas effectively. EEF Research shows that Mastery Learning can add +5 months onto a learner.</p>	(Staffing Costs)	<p>Numeracy Ninja weekly updates/ sharing good practice. Numeracy Ninja scores monitored and tracked weekly by Numeracy Lead. Audit of number skills and development points for disadvantaged students. Student Voice. Data/ MER Cycle including RAP plans. Review impact after each Data Point</p>	<p>Numeracy Ninjas: 64.6% of students in Y7 have improved whilst on the Numeracy intervention. 81.1% of students in Y8 have improved whilst on the Numeracy intervention. 41.7% of students in Y9 have improved whilst on the Numeracy intervention.</p>																						
<p>School Numeracy Strategy Most able students in maths will mentor younger students to improve maths skills and consolidate knowledge.</p>	(staffing costs)	<p>Data tracked at each DP and impact measured for students on the programme. Review impact after each Data Point</p>	<p>PP Students make progress in Mathematics which is above all students nationally. 62.5% of our PP students achieved a 4+ in Maths, compared to 59.6% of all students nationally.</p>																						

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EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.

PP students have been provided with key intervention in core subjects to accelerate their progress from their class teacher and HLTAs within the Maths department. STMCA employed an additional PP Intervention Teacher in Maths to support targeted PP and non PP students in and out of lessons. The impact of this has been extremely positive in Maths, with a 14% increase in 9-4 grades in 2019. The number of 4+ achieved in Maths exceeds national averages for 2019 which was 59.6%. P8 scores in Maths in 2019 are -0.26 for the whole cohort, and -0.57 for PP students. This has improved significantly from -0.57 whole cohort and -0.75 for PP students in 2018. Attainment in Maths for PP students has also improved from 6.5 (2018) to 8.2 (2019).

2019	Maths
9-4	68%
9-5	39%
9-7	12%
P1	-0.26
2018	Maths
9-4	54%
9-5	36%
9-7	12%
P1	-0.57

Performance in Maths is mixed across the lower years for PP students, with P8 scores after the Internal Exams at DP4 showing that there is further improvement required:

- Y7 – -0.35
- Y8 – -0.45
- Y9 – -0.70
- Y10 – -1.45

PP MAC network meetings have also focused on the correlation between PP students' attainment and progress in Maths and Science, and this data is presented

			to the network at each meeting and shared across MAC schools to help to shape the plan for development (please see MAC PP data report).
<p>HLTAs in Maths and English HLTA's in English and Mathematics to provide interventions to targeted groups of disadvantaged students in Mathematics and English. Bespoke sessions are to be delivered on a daily basis with a specific focus session on most able disadvantaged students. EEF Research shows that TAs can add +1 month onto a learner.</p>	<p>Staffing costs HLTA Maths: £29,170 HLTA English: £28,108</p>	<p>English and Maths Head of Departments to meet daily with HLTA. Student Voice completed for all interventions. Analysis of data from intervention sessions. Analysis and RAP plans as part of Assessment MER.</p> <p>Review impact after each Data Point</p>	<p>Please see Maths and English data in sections above</p> <p>Departments DIP and RAP plans are used to plan and target intervention and support effectively with a focus on PP students.</p>
<p>Library Access The Library will be open for 2 evenings a week and key PP students will be targeted to attend. Specific activities will take place in order to improve reading ages and participation. EEF Research shows that Reading Comprehension Strategies can add +6 months and that small group tuition can add +4 months onto a learner.</p>	<p>Costing included in section 4 below.</p>	<p>Registers taken to track which PP students attend. Accelerated Reader testing. Reading ages analysis. Number of students taking out Library books.</p> <p>Review impact after each Data Point</p>	<p>Please see Accelerated Reader, Literacy and English data in sections above.</p> <p>The Library has been used for Rising Stars intervention 2 evenings a week. Y7-9 Rising Stars Wave 1: 27 students completed the programme. 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements. 2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further. 55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus. 37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>During the academic year 2019/20, we will be offering open homework clubs in the library so that all students including disadvantaged students can access books and resources, as well as moving towards Bedrock Learning for oracy.</p>

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

3. **Desired Outcome:** Promote the progress and improve outcomes for PP students in a range of curriculum areas by providing access to learning equipment, strategies and resources.

Chosen Action / Approach:

Provide access to learning equipment, strategies and resources to promote progress in subject areas and especially those that are most able disadvantaged students and support for key Ebacc and Open Tier qualifications.

Allocated Funding:

£9,759.50

Staff Lead

Mrs S Barker/Miss E Pycroft/ Mrs T Leese

Actions	Cost	Monitoring & Evaluation	Impact
<p>Scientific Calculators Every PP child in Y7 will be provided with a scientific calculator to use in maths and Science. This will allow students to practice using the calculator correctly and to complete high quality homework.</p>	<p>(£3.99 per calculator x 69 Y7 PP students = £275.31, no cost this year as we have stock)</p>	<p>Monitor Homework on SIMs. Monitor A2L in Maths lessons.</p> <p>Review impact after each Data Point in Y7 Maths</p>	<p>Scientific calculators were provided to all PP in Y7 and 11 if needed. Other equipment has been provided on a needs basis for PP students, with a clear flowchart for PP support in place involving the pastoral leads.</p> <p>There has been a significant improvement in Maths this year, with PP students in Maths exceeding the attainment of all students nationally. 62.5% of our PP students achieved a 4+ in Maths, compared to 59.6% of all students nationally.</p>
<p>Provision of subsidised Maths Revision Guides for Y10 and Y11 PP students Every PP student in Y10 and Y11 will be provided with a subsidised revision guide in Maths. This will allow students who do not have access to revision materials to revise effectively and to complete high quality homework. EEF Research shows that Homework can add +5 months onto a learner.</p>	<p>106 PP students in Y10 and Y11 with a £2.50 reduction in cost = £265</p> <p>(Guides cost £5.50, reduction of £2.50 for PP students so that a guide cost £3)</p>	<p>Review impact after each Data Point in Y10 and 11 Maths</p>	<p>Y11 Leavers:</p> <p>There has been a significant improvement in Maths this year, with PP students in Maths exceeding the attainment of all students nationally. 62.5% of our PP students achieved a 4+ in Maths, compared to 59.6% of all students nationally.</p> <p>Y10 DP4 data shows that this strategy has contributed to improvement for PP students across the year in Maths.</p>

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			<p>Y10 internal Exams Maths data PP students:</p> <p>34% of PP students achieve 9-4 in the Maths DP4 Internal Exam.</p> <p>17% of PP students achieve 9-5 in the Maths DP4 Internal Exam.</p> <p>Maths P1 score at DP4 was -1.45.</p> <p>However, this has improved significantly since DP1 for PP Y10 students:</p> <p>30.9% of PP students achieve 9-4 in the Maths DP4 Internal Exam.</p> <p>12.7% of PP students achieve 9-5 in the Maths DP4 Internal Exam.</p> <p>Maths P1 score at DP4 was -2.88.</p>
<p>Provision of subsidised English Revision Guides for Y10 and Y11 PP students Every PP student in Y10 and Y11 will be provided with a subsidised revision guide in English. This will allow students who do not have access to revision materials to revise effectively and to complete high quality homework. EEF Research shows that Homework can add +5 months onto a learner.</p>	<p>54 PP students in Y10: (Y10 English students need to purchase 5 guides at £2.75 each =£13.75) PP subsidy of £6.75 per student = £364.50</p> <p>52 PP students in Y11 – (Y11 English students need to purchase 1 guide at £5.50 each) PP subsidy of £2.50 per student = £130</p>	<p>Review impact after each Data Point in Y10 and 11 English</p>	<p>Y11 Leavers:</p> <p>There has been some improvement in English this year particularly for PP students, with PP students in English exceeding the attainment of all students nationally. 62.5% of our PP students achieved a 4+ in English, compared to 62% of all students nationally.</p> <p>Y10 DP4 data shows that this strategy has contributed to improvement for PP students across the year in English.</p> <p>Y10 internal Exams English data PP students:</p> <p>69.8% of PP students achieve 9-4 in the English DP4 Internal Exam.</p> <p>45.3% of PP students achieve 9-5 in the English DP4 Internal Exam.</p>

			<p>English P1 score at DP4 was +0.30.</p> <p>However, this has improved significantly since DP1 for PP Y10 students:</p> <p>48.1% of PP students achieve 9-4 in the English DP4 Internal Exam.</p> <p>29.6% of PP students achieve 9-5 in the English DP4 Internal Exam.</p> <p>English P1 score at DP4 was -1.43.</p>																																												
<p>Department curriculum allocation Department curriculum allocations to allow identified departments to provide support at an individual and personalised level. Specific focus session on most able disadvantaged students, and key Ebacc and Open Tier qualifications (MFL, Geography, PE). EEF Research shows that Digital Technology can add +4 months onto a learner- curriculum bids can be used for this. They can also be used to support Homework (+5 months) and extending school time (+2 months).</p>	<p>£ 9,000 Funds are bid for by department staff. These are outlined by department on the financial audit.</p> <p>Actual Spend 2018/19 - £6806.14</p>	<p>Department allocations in response to bid from each department. Termly evaluation completed by departments. Student Voice completed for all support areas. Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review spending impact after each Data Point.</p>	<p>14 departments submitted bids for PP financial allocation to the total of £6371.04. Departments submitted interim Impact Statements to evaluate the impact of this spend.</p> <table border="1" data-bbox="1346 619 1928 1187"> <thead> <tr> <th></th> <th>P8 Whole cohort</th> <th>PP P8</th> <th>Non PP P8</th> </tr> </thead> <tbody> <tr> <td>English Lang</td> <td>-0.25</td> <td>-0.5</td> <td>-0.14</td> </tr> <tr> <td>English Lit</td> <td>-0.36</td> <td>-0.52</td> <td>-0.2</td> </tr> <tr> <td>Maths</td> <td>-0.26</td> <td>-0.57</td> <td>-0.12</td> </tr> <tr> <td>Science</td> <td>-0.33</td> <td>-0.84</td> <td>-0.09</td> </tr> <tr> <td>Science 2</td> <td>-0.73</td> <td>-1.08</td> <td>-0.57</td> </tr> <tr> <td>Biology</td> <td>1.29</td> <td>1.65</td> <td>1.12</td> </tr> <tr> <td>Chemistry</td> <td>0.96</td> <td>1.65</td> <td>0.62</td> </tr> <tr> <td>Physics</td> <td>0.96</td> <td>1.65</td> <td>0.62</td> </tr> <tr> <td>French</td> <td>-2.3</td> <td>-2.62</td> <td>-2.08</td> </tr> <tr> <td>Spanish</td> <td>-0.93</td> <td>-1.07</td> <td>-0.89</td> </tr> </tbody> </table>		P8 Whole cohort	PP P8	Non PP P8	English Lang	-0.25	-0.5	-0.14	English Lit	-0.36	-0.52	-0.2	Maths	-0.26	-0.57	-0.12	Science	-0.33	-0.84	-0.09	Science 2	-0.73	-1.08	-0.57	Biology	1.29	1.65	1.12	Chemistry	0.96	1.65	0.62	Physics	0.96	1.65	0.62	French	-2.3	-2.62	-2.08	Spanish	-0.93	-1.07	-0.89
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			Geography	-0.82	-1.43	-0.52
			History	-1.25	-1.7	-1.05
			Computing	-1.83	-1.39	-1.9
			Product Design	-0.02	-0.59	0.16
			Food	-0.55	-1.38	0
			Media	-1.42	-1.68	-1.23
			RE	-0.25	-0.66	-0.06
			Sport & Leisure	0.98	0.08	1.27
			Creative iMedia	-0.21	-0.18	-0.22
			H&S Care	0.51	-0.13	1.05
			Art & Design	-0.57	-0.15	-0.72
			Drama	-1.66	-2.19	-0.81
			CeFE	0.82	0.6	0.93
			Italian	5.17	N/A	5.17
			Polish	5.02	78.15	6

Please see folder of Subject Impact Statements for specific improvements and impact of strategies used.

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

4. **Desired Outcome:** Targeted support for PP pupils

Chosen Action / Approach:

The full range of educational experiences to be made available to disadvantaged students. Disadvantaged students are able to access extra-curricular, enrichment and residential activities where funding is not a barrier to their learning and development. Disadvantaged students are provided with a broad range of study opportunities in an effective environment with dedicated staff.

Allocated Funding: £7,316 **Staff Lead** Mrs S Barker/Mr Rankin/ Mr Wootton/ Mrs Milan/ Mrs Powell/ Mrs Bussell/ Miss Donbavand

Actions	Cost	Monitoring & Evaluation	Impact
<p>Academic Mentoring Students invited to take part in a personalised programme such as 'Rising Stars', where key disadvantaged students are identified to take part in a programme including mentoring, catch up sessions, Growth Mindset and rewards to build self-esteem and to promote progress and attainment across all subjects. Programme launched with families to engage them in the process.</p> <p>EEF Research shows that Small Group Tuition can add +4 months, parental engagement can add +3 months and extending school time can add +2 months onto a learner. Social and Emotional learning can add +4 months.</p>	<p>(Staffing costs)</p>	<p>Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress.</p> <p>Review impact after each Data Point</p>	<p>Y7-9 Rising Stars Wave 1: 27 students completed the programme. 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements. 2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further. 55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus. 37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>Rising Stars Y11: 18/21 (85.7%) students improved their P8 score at DP3. 11/21 (52.4%) students remain a focus for support throughout the examinations to increase their P8 score.</p>

			<p>ATTENDANCE – of the 15 students who were part of the programme at DP1, 4 have improved their attendance at DP3, 7 are above the school target of 96%, and 9 are above 95%.</p> <p>See overall data evaluation of Y11 Summer 2019 Leavers' results.</p> <p>Rising Stars is in progress with a targeted Y10 into Y11 cohort for 2019-2020, and will also continue with Y7-10 in 2019-2020.</p>
<p>Equipment Bank of learning equipment available for PP students to remove barriers to learning and ensure all disadvantaged students are ready to learn.</p>	£500	<p>A2L data in lessons shows that students are ready to learn. A2L data and equipment checkers in form time show that students have the correct equipment. Review equipment trackers in form bi weekly</p>	<p>Equipment has been provided to PP students on a needs basis during 2018-2019. See overall data evaluation of Y11 Summer 2019 Leavers' results and DP4 Data Analysis for Y7-10.</p> <p>Actual Spend on student resources 108-2019 - £509.83 (see budget statement)</p>
<p>Enrichment and Extra-curricular Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events and Peripatetic Music Lessons. Attendance to extra-curricular is tracked for all students and PP students are targeted to attend relevant clubs to accelerate their progress, engaging families in the process. Exploration of Opportunity Areas funding to support with PP enrichment initiatives. EEF Research shows that Small Group Tuition can add +4 months, extending school time can add +2 months, Outdoor Adventure Learning adds +4 months and sports participation adds +2 months onto a learner.</p>	£1,730	<p>Uptake of disadvantaged student on the range of experiences offered in school. Attendance of PP student to extra-curricular activities. Student voice on extracurricular provision and financial support as appropriate. Review impact after each Data Point on extra-curricular registers.</p>	<p>All disadvantaged students to access at least 3 extra-curricular activities or visits per year.</p> <p>Raised participation in educational visits/ experiences by disadvantaged students.</p> <p>Y7-9 Rising Stars Wave 1: 28/19 identified students are PP (96.6%).</p> <p>27 students completed the programme, 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements. 2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further. 55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus.</p>

		<p>37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>Rising Stars Y11: 100% of selected students were PP. 18/21 (85.7%) students improved their P8 score at DP3.</p> <p>11/21 (52.4%) students remain a focus for support throughout the examinations to increase their P8 score.</p> <p>ATTENDANCE – of the 15 students who were part of the programme at DP1, 4 have improved their attendance at DP3, 7 are above the school target of 96%, and 9 are above 95%.</p> <p>The Honours Programme – Most able students with a high proportion of PP students have had access to University trips, workshops, careers events and competitions whilst taking part in the programme. 61/162 Honours students are PP (37.7%). Overall, 99.33% of students have improved their P8 score whilst on the Honours Programme. 119/150 (79.4%) are meeting or exceeding expected progress at DP4. 111/150 (74%) Honours students are exceeding expected progress by the end of this year.</p> <p>Outward Bound Trust – Educational Visits 41.4% of the 29 Y9 students on the October trip were PP. 83.3% of the 12 Y8 students on the March trip were PP. Please see Outward Bound Impact Statement.</p> <p>During 2018-2019, tracking of students who attend extra-curricular activities in school was set up and all staff contribute by logging student attendance on a central spreadsheet. Now this is embedded, we are looking to build PP attendance into this</p>
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			<p>tracking for 2019-2020 and empower HODs to use this data to target students for extra-curricular.</p> <p>Attendance to extra-curricular is already a requirement as part of the Honours Programme Charters of Opportunity, and also as part of the Rising Stars Rerwads Cards.</p> <p>Peripatetic Music Lessons: 8/16 students (50%) accessing peri lessons are PP, and have lessons partially funded by STMCA.</p> <p>We are aiming to grow numbers of children accessing peri lessons in general 2019-2020 whilst keeping this high proportion of PP students involved.</p> <p>Mitchell Arts Centre Workshops: The MAC have been providing theatre, creative writing, film and digital workshops open to all students through the Spring and Summer Term at no charge to parents, which has been an excellent opportunity for our disadvantaged students. These workshops have been well attended by our disadvantaged students (see register), culminating in a summer production at the Mitchell Arts Centre.</p> <p>Opportunities Area Funding for extra-curricular: The OA funding has been fundamental in enabling us to offer a wide range of extra-curricular opportunities to all students throughout the academic year 2018-1029 at no charge to parents. There have been some excellent opportunities for our disadvantaged students in particular to develop their cultural capital. These workshops, events and clubs have been well attended by our disadvantaged students (see OA register).</p> <p>YMCA Go will be providing us with a new range of extra-curricular opportunities at no charge for the academic year 2019-2020.</p>
<p>Easter and May Revision Sessions Study support sessions are made available in Easter and May holidays to ensure provision of study facilities for disadvantaged students.</p>	<p>£9,383</p> <p>£2,000 for study sessions</p>	<p>Data points completed 3 times per year. Progress and attainment is monitored in internal examination performance.</p>	<p>Disadvantaged students were provided with an effective base for support in revision and examination techniques throughout school holidays prior to examinations, including staff support and a range of revision sessions led by</p>

<p>Key HODs and teachers provide academic study sessions for targeted PP students during school holidays.</p> <p>EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner.</p>		<p>Attendance records at sessions to be monitored also.</p> <p>Review through student voice and impact in data following holiday events.</p>	<p>teachers. These took place during the Easter and May half term holidays.</p> <p>Please see full analysis of Y11 Leavers results for impact.</p> <p>PET-Xi was used with 119 students across the last academic year. For the full group of students involved compared to those not involved show a mean improvement of +0.30 versus 0.29 from DP3 to the summer results. This suggests little impact. However, when looking in more detail on an individual level 45% of PET-Xi students made no progress, 20% made progress to make their grade more secure or move across a threshold to the next grade and 35% made more progress- moved across the next grade threshold plus secured. Compared to those not involved where it was 60%, 23% and 18% respectively. This suggests there is an impact of use of PET-Xi in-between DP3 and the summer exams for some of our students. When looking at PP students, 75% of the PP students in Y11 were enrolled onto PET-Xi interventions. The mean progress from DP3 to summer exams for PP enrolled onto PET-Xi is +0.52 compared to +0.25 for those students who were not. This highlights a great impact for this group of students. Looking on an individual level; 44% of PP PET-Xi students moved across a grade threshold and secured this grade, 22% secured their current grade or moved across the grade threshold and 33% made no progress. Compared to those PP students not involved where it was 17%, 25% and 58% respectively. This suggests a clearer impact of the use of PET-Xi in between DP3 and the summer exams for our PP students.</p>
<p>Most Able PP Programme</p> <p>Support is given to most able PP students through the introduction of a bespoke programme of opportunities and activities across the curriculum. The curriculum is appropriate and engaging for most able students,</p>	<p>(staffing costs)</p>	<p>Termly evaluation completed on programme. Student and Parent Voice. Data at each Data Point.</p>	<p>The Honours Programme –</p> <p>Most able students with a high proportion of PP students have had access to University trips, workshops, careers events and competitions whilst taking part in the programme. 61/162 Honours students are PP (37.7%).</p>

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<p>motivating them to succeed and participate in a wide range of experiences. Most able PP students will access a broad range of activities, workshops to accelerate progress, enrichment opportunities and additional careers education in order to accelerate their progress. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. Links to the Gatsby Benchmark -2 Learning from career and labour market information, Benchmark 5. Encounters with employers and employees, and Benchmark 7 – Encounters with Further and Higher Education.</p>		<p>Book scrutiny and learning walks. Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review impact after each Data Point</p>	<p>Overall, 99.33% of students have improved their P8 score whilst on the Honours Programme. 119/150 (79.4%) are meeting or exceeding expected progress at DP4. 111/150 (74%) Honours students are exceeding expected progress by the end of this year.</p> <p>Y11 HATs leavers results: There were 67/160 most able students in the 2019 cohort of Y11s. 88% achieved a 4+ in Eng/Ma. 60% achieved a 5+ in Eng/Ma.</p> <p>25% achieved a 4+ in EBACC. 12% achieved a 5+ in EBACC.</p> <p>A8 for HATs was 52.9 P8 (provisional) for HATs was -0.57.</p> <p>Most able student remains an area for improvement for 2019-2020. The Honours Programme which was launched in January 2019 should show impact for the next academic year.</p>
<p>Outward Bound Residential Experience Provision of Outward Bound residential experiences for disadvantaged students.</p> <p>30 Year 9 student X 5day experience (Outward bound Trust, October 2018)</p> <p>12 Year 8 student X 5day experience (Outward bound Trust, March 2019)</p> <p>EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.</p>	<p>Staffing costs</p> <p>Event and transport funded by the HSBC</p> <p>Cost of coach to October Icebreaker event £270</p> <p>Cost to school of March event £1245 + staffing costs</p>	<p>Student and parent voice. Recruitment for the visit based on disadvantaged students. MER cycle for data to monitor progress. Data at each data point.</p> <p>Review through student and teacher voice and impact in B4L and assessment data following event</p>	<p>Disadvantaged students have gained increased confidence and aspiration, as well as further developed skills to access education and future employment through their participation on the OBT programmes.</p> <p>Outward Bound Trust – Educational Visits 41.4% of the 29 Y9 students on the October trip were PP. 83.3% of the 12 Y8 students on the March trip were PP. Please see Outward Bound Impact Statement.</p>

<p>Business Studies Enrichment Initiative for the Most Able PP students Provision of a high attainers Business Studies Enrichment Initiative (Stoke City) accredited by OCR for disadvantaged students. 12 students X 10 mentor business session plus induction and celebration sessions. EEF Research shows that Small Group Tuition can add +4 months and mentoring can have some impact on PP learners. Links to the Gatsby Benchmark - 5. Encounters with employers and employees.</p>	<p>Course costs £350 Paid £220 24/1/19</p>	<p>Recruitment of Year 8 pupils by Invitation in Autumn 2018. Attendance and performance at sessions with Business mentors Student Voice Completion of certification</p> <p>Review through student and teacher voice and impact in B4L and assessment data following event</p>	<p>8 Year 8 students have taken part in the Business Enrichment Initiative during 2018-2019. 100% of the students involved were PP. The aim of this project is to increase the achievement of the most disadvantaged students, increasing employability and improving engagement. The students have had the opportunity to develop a range of skills including self-confidence, presentation, literacy as well as numeracy and a greater awareness of the workplace.</p> <p>6/8 (75%) of PP students on this course completed it successfully and achieved their certificate. One of these 6 students was PP+ (LAC). Unfortunately, funding has been removed for this course for 2019/20 so we are investigating alternatives.</p>
<p>CREST Science Award Provision of Bronze CREST award scheme for disadvantaged students. 10 pupils across 30 sessions. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers.</p>	<p>Course costs £500 (£5 per head for Bronze CREST + resources)</p>	<p>Recruitment by application of Y7 and 8 Pupils in September 2018 Attendance and performance at sessions Completion of certification and examination assessment. Review through student voice and impact in Science</p>	<p>30 students have taken part in CREST Club during 2018-2019, with 12 students from a disadvantaged background (40%). 27/30 (90%) have completed and achieved a CREST Award, with: 5 achieving Discovery Award 14 achieving Bronze Award 8 achieving Silver Award</p> <p>This has increased the achievement of the most disadvantaged students, increasing employability and improving engagement in science. The students have had the opportunity to develop a range of skills including scientific investigation, innovation, self-confidence, presentation, literacy as well as numeracy and a greater awareness of the use of science in the world.</p> <p>The actual cost of this course has been £165.</p>

<p>Year 10 Career Ready Award Scheme Provision of Year 10 Career Ready award scheme for disadvantaged students. 20 pupils</p> <p>EEF Research shows that Small Group Tuition can add +4 months and mentoring can have some impact on PP learners. Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>	<p>FREE this academic year</p>	<p>Recruitment by application of Y9 Pupils in July 2018 Attendance at Career ready sessions with business partners including master classes delivered by employers.</p> <p>Review through student and teacher voice and impact in B4L and assessment data following events.</p>	<p>23 students in the 6th Form at STMCA have taken part in the Career Ready Programme this year. 12 (52%) are in receipt of the 6th Form bursary for disadvantaged students. 20/23 students have completed the Career Ready Scheme during the last academic year, 10 of whom are PP (50%). 9/23 were in Y13 and 8/9 of the Y13 students have fully completed the Career Ready Programme as they have reached the end of the course. 6/8 Y13 students who completed received the bursary (75%).</p> <p>Destinations: the aim is to increase in higher or further education or directly into employment via apprenticeships or school leaver programmes when these students leave in Y11.</p> <p>14/23 students are current Y12 and 12/14 have completed Y12 of this course and will move onto the second year of the course in Y13. All 14 of these Y12 students have remained at STMCA 6th Form. 4/12 Y12 students who completed received the bursary (33.3%).</p> <p>This programme has increased the employability and confidence of the most disadvantaged students. The students have had the opportunity to develop a range of skills including awareness of the workplace, self-confidence, self-presentation, real-life skills and knowledge they need for work.</p>
<p>ICT Access Study Sessions Provision of ICT and Library facilities for disadvantaged students to enable after school support.</p> <p>EEF Research shows that Small Group Tuition can add +4 months and extending school time can add</p>	<p>Staffing costs £1014 (2 hours per week @ £13 per hour)</p>	<p>Monitoring the use of ICT facilities through library access and homework club.</p> <p>Review after each Data Point.</p>	<p>Rising Stars has given pupils from disadvantaged backgrounds support with learning resources and facility for the completion of independent study.</p> <p>Y7-9 Rising Stars Wave 1:</p>

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<p>+2 months onto a learner. Digital technology can add +4 months.</p>			<p>28/19 identified students are PP (96.6%).</p> <p>27 students completed the programme. 92.6% of these students engaged with the programme, and 96.3% made improvements at DP3; 88.9% made significant improvements.</p> <p>2 students (7.4%) remained on the programme at Wave 2 to develop their progress and resilience further.</p> <p>55% of these students are SEND K and 13/14 (93%) improved their progress from DP1-DP3. 5/14 (36%) improved attendance - this is an area for focus.</p> <p>37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p> <p>Rising Stars Wave 2 Impact:</p> <p>20 students were on the programme for Wave 2 and impact was measured at DP4. 70/20 35% are PP.</p> <p>3/20 students remain on the programme from Wave 1 due to further progress required.</p> <p>Rising Stars KS3 Wave 2 has had a positive impact on attendance with 80% of students improving their attendance figure while on the programme.</p> <p>Rising Stars has had a positive impact on 70% of the students' attainment, with Progress 8 scores increasing from DP2 to DP4.</p> <p>The programme has been less successful in Wave 2 with the Year 9 selected cohort; only 2/5 40% have slightly improved their P8 score with 3/5 60% regressing.</p> <p>14/20 students have made improvements from DP2 to DP4 (70%). 1/20 students has remained the same from DP2 to DP4 (5%). 5/20 (25%) of students have regressed since DP2.</p>
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			<p>16/20 (80%) students have improved their attendance from DP2 whist on the Rising Stars Programme. At DP4, none of the Rising Stars are PA. At DP2, 2/20 (10%) of the Rising Stars were PA, but they improved their attendance whist on the programme.</p> <p>There will be a formalised homework/ library club during 2019-2020 to offer disadvantaged students a space to work with support and resources, staffed by the English department as part of the next B Hive Library and Literacy Strategy.</p>
<p>Provision Mapping Targeted support for PP students is mapped out across the year to include all of the interventions above and to identify areas where additional support can be given to a child (e.g careers, study/ revision skills, resilience training, mentoring etc). EEF Research shows that Small Group Tuition can add +4 months and mentoring can have some impact on PP learners.</p>	(staffing costs)	<p>Provision map shows PP provision.</p> <p>Review after each Data Point.</p>	<p>Registers show where intervention has been targeted at key students and this links to impact, including initiatives such as Rising Stars, Attendance programme, The Honours Programme etc.</p> <p>A provision map could be developed from this for 2019-2020.</p>

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

5. Desired Outcome:

Improve achievement of PP students to ensure the attainment gap between PP students and other students within the school and nationally is narrowed including in Mathematics and English.

Chosen Action / Approach:

Data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. This information will provide robust data to drive intervention support and improve outcomes in all subjects including Maths and English.

Allocated Funding:

£3650

Staff Lead

Mrs S Barker/ Mr Wootton

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Data Tracking systems Data Tracking systems are further developed to monitor and promote progress of disadvantaged students in preparation for Progress 8	Staffing costs £2,100 Data packages £1,250 Licence £300	Quality assurance of data and Raising attainment plans approved by Head of department and Line managers. Review after each Data Point.	Disadvantaged students were tracked 4 times per year in 2018/19 using new school tracking system for Progress 8. Raising attainment plans were completed to raise performance as appropriate in every department after every Data Round. PP Data Analysis was shared with SLT the week after the Data deadline, then shared with HODs, HOYs, PP Champions, Governors and teaching staff at regular intervals. For the academic year 2019/20, we are moving to 3 Data Points but the same process of analysis, evaluation and communication will continue.
PP student Tracking PP students are tracked and monitored as a cohort at each Data Point in order to plan for bespoke and targeted QFT and intervention. Department RAP meetings have a focus on PP students.	(staffing costs)	PP Lead AHT to track PP students as a cohort and engage HODs and HOYs in the analysis of this data in order to plan for specific and targeted QFT and intervention. HODs review the following to increase PP attainment: <ul style="list-style-type: none"> QFT and planning focussing on PP achievement Fine setting of groups 	Progress and attainment for disadvantaged students increases. Disadvantaged students were tracked 4 times per year in 2018/19 using new school tracking system for Progress 8. Raising attainment plans were completed to raise performance as appropriate in every department after every Data Round. PP Data Analysis was shared with SLT the week after the Data deadline, then shared with HODs, HOYs, PP Champions, Governors and teaching staff at regular intervals.

<p>SLT PP lead challenges departments where expected progress is not being made for PP students.</p>		<ul style="list-style-type: none"> Intervention provision Targeted additional study sessions <p>Review after each Data Point.</p>	<p>PP Champions meet after every Data Point and set clear PP targets which are shared with departments at department briefings and the impact of these targets is evaluated.</p>
<p>Appraisal All staff have an appraisal target linked to PP achievement. EEF Research shows that Performance Pay can add +1 month onto learners.</p>	<p>(staffing costs)</p>	<p>Targets are set by Line Managers through the Appraisal Process in October with a whole school focus on PP achievement.</p> <p>Review at Mid Term Review and Final Appraisal, and refer to at each Line Management meeting throughout the year</p>	<p>There is a whole staff approach to raising standards for PP students and a clear focus on disadvantaged student achievement. Guidance was given to all staff with a TLR / UPS to set a target linked to raising standards for PP students. This has had a clear impact on PP outcomes, as detailed earlier.</p>
<p>Year 7 baseline testing Year 7 baseline and Progress tests introduced for disadvantaged students to promote progress and aspiration. EEF Research shows that Feedback can add +8 months onto learners.</p>	<p>Administration costs</p>	<p>Year 7 Baseline tests completed in Autumn term. Student pathways completed for disadvantaged students. Data tracking system used to monitor.</p> <p>Review after baseline tests and use to inform planning and T&L</p>	<p>Year 7 baseline tests are completed to support KS2 assessments. Students correctly based on pathways for progress to ensure that they can make suitable progress and all have challenging targets. Targets are set on STMCA 'Good Progress' grades, which have an element of aspiration within. High expectations are set for all.</p> <p>New rigorous Internal Examinations were sat by all students in Y7-Y10 in July 2019. These examinations mimicked the final GCSE examinations, and lessons, Form Time and AOW beforehand were tailored to best prepare all students. All students including disadvantaged students were given clear revision lists for each subject to support them with their revision at home. PP students were provided with revision resources where necessary. Exam papers were QAd by SLT to ensure that they were challenging, and this data forms the DP0 data for the start of the academic year 2019/20.</p> <p>A Family Revision Workshop took place for PP families in March 2019 to support disadvantaged families to understand how to best support their child with revision for their GCSE examinations. This was the first event of its kind and was well attended with extremely positive parent voice.</p>

Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

6. Desired Outcome: Quality of Teaching for All

Chosen Action / Approach:

Reducing class size to assist in progress being made in Maths and English.

Data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. Staff will be provided with CPD to ensure that they can provide robust data to drive intervention support and improve outcomes.

CPD to support the progress of disadvantaged most able, disadvantaged SEN and disadvantaged boys.

Allocated Funding: **£91,010**

Staff Lead **Mrs Barker / Mrs E Pycroft / Miss Beasley (Mrs T Leese)/ Mr D Rankin/ Mr Wootton**

Actions	Cost	Monitoring & Evaluation	Intended Impact
<p>Small Group Intervention - Maths Specialist Maths Teachers to teach small groups in Mathematics to develop the progress of disadvantaged pupils so no one falls behind. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. TAs can add +1 month onto learners.</p>	<p>Staffing costs £46,534</p>	<p>Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work Student Voice completed for all subject areas Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review after each Data Point</p>	<p>PP Students make progress in Mathematics which is above all students nationally. 62.5% of our PP students achieved a 4+ in Maths, compared to 59.6% of all students nationally.</p> <p>PP students have been provided with key intervention in core subjects to accelerate their progress from their class teacher and HLTAs within the Maths department. STMCA employed an additional PP Intervention Teacher in Maths to support targeted PP and non PP students in and out of lessons. The impact of this has been extremely positive in Maths, with a 14% increase in 9-4 grades in 2019. The number of 4+ achieved in Maths exceeds national averages for 2019 which was 59.6%. P8 scores in Maths in 2019 are -0.26 for the whole cohort, and -0.57 for PP students. This has improved significantly from -0.57 whole cohort and -0.75 for PP students in 2018. Attainment in Maths for PP students has also improved from 6.5 (2018) to 8.2 (2019).</p>

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<p>Small Group Intervention - English Specialist English Teachers to teach small groups in English to develop the progress of disadvantaged pupils. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. TAs can add +1 month onto learners.</p>	<p>Staffing costs £44,476</p>	<p>Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work Student Voice completed for all subject areas Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review after each Data Point</p>	<p>Results have also improved in English. The number of 4+ achieved in English is 68% which exceeds national averages for 2019 which was 62%. The number of 5+ achieved in English remained stagnant from 2018 at 44%. This is a focus for improvement in 2019/20. Overall English P8 has slightly improved.</p>																						

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<p>Teaching and Learning CPD Whole school staff training with a focus on disadvantaged boys and most able achievement and differentiation to further promote outcomes for disadvantaged students. EEF Research shows that Feedback can add +8 months onto learners. Collaborative learning can add +5 months. The EEF suggest that Charlie Taylor’s behaviour checklists are useful, so behaviour CPD will be led by AHT to revisit non negotiables and standards. EEF Research also shows that the 5:1 ratio of praise vs. criticism is essential for motivating disadvantaged students, as well as a meet and greet policy (‘Improving Behaviour in Schools’ Guidance Report, EEF). These are</p>	(Staffing costs)	<p>Evaluation completed by staff. Review by Teaching and Learning Working party. Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work with focus on agreed support. Student Voice completed for all subject areas. Analysis of data and RAP plans as part of Assessment MER. Review through Lesson Observations, Book Scrutiny, Learning Walks</p>	<p>There is a robust programme of CPD in place for all staff during Development Mondays. The impact of this has been that 53% of teachers were consistently secure in their practice in 2018/19, through the quality assurance of learning walks, lesson observations and book scrutiny. Teachers have been involved in a wide range of PP CPD sessions and Development Mondays throughout the year. PP Champions have also been involved in additional CPD meetings focussing on effective EEF strategies.</p> <p>There is a new Teaching and Learning Development Group in place in 2018/19, including 22 consistently secure teachers who have shown an interest in developing the quality of</p>																						

<p>key non negotiables in our school and are driven through the TLDG, staff CPD, weekly briefings and Sharing Good Practice sessions, as well as permanently being on the staff bulletin.</p>			<p>teaching and learning across the Academy, and sharing best practice with other staff. Members of the TLDG put together the termly teaching and learning newsletter, lead CPD and attend specific CPD sessions such as Lisa Ashes and Tom Sherrington in order to disseminate key information to other staff. See overall Y11 leavers Summer 2019 PP Analysis for data.</p>
<p>QFT Strategies Regular CPD through Development Mondays linking to PP strategies. E.g seating plans, ensuring that all teaching staff know their PP students, highlight them on plans and seat them effectively to accelerate progress, how to plan engaging lessons for PP students, Form time activities to develop key skills for PP students such as KS4'Money Matters' etc. Lesson planning accommodates the needs of disadvantaged students and clearly identifies strategies to support progress. EEF Research shows that Feedback can add +8 months onto learners. Collaborative learning can add +5 months. Aspiration interventions don't have impact on academic outcomes, but can be positive for disadvantaged students along with other strategies.</p>	<p>(Staffing costs)</p>	<p>Teaching and Learning MER data shows improved teaching and learning. Number of staff RAG rated green increases. Student data shows improvement and progress. Lesson planning evidence.</p> <p>Review through Lesson Observations, Book Scrutiny, Learning Walks</p>	<p>Teaching and Learning and Y11 outcomes has improved for all students including PP. Improved QFT has the biggest impact on PP students, as noted in the Sutton Trust Report.</p> <p>There is a robust programme of CPD in place for all staff during Development Mondays. The impact of this has been that 53% of teachers were consistently secure in their practice in 2018/19, through the quality assurance of learning walks, lesson observations and book scrutiny.</p> <p>There is a new Teaching and Learning Development Group in place in 2018/19, including 22 consistently secure teachers who have shown an interest in developing the quality of teaching and learning across the Academy, and sharing best practice with other staff. Members of the TLDG put together the termly teaching and learning newsletter, lead CPD and attend specific CPD sessions such as Lisa Ashes and Tom Sherrington in order to disseminate key information to other staff. See overall Y11 leavers Summer 2019 PP Analysis for data.</p>
<p>PP Learning Walk A Learning Walk with a specific PP focus is planned to identify areas for improvement in T&L and to report on disadvantaged students' engagement and A2L in order to plan for improvement and track PP experience. Complete a PP book sample. To ensure that EEF Research strategies are put into place.</p>	<p>(Staffing costs)</p>	<p>Review through Learning Walks and Book Scrutiny</p>	<p>Teaching and Learning and Y11 outcomes has improved for all students including PP. See overall Y11 leavers Summer 2019 PP Analysis for data. A series of Learning Walks have taken place across the year with a broad range of staff seen. Support has been put into place for staff who were not 'secure' on Learning Walks and observations.</p>

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			<p>Moving forward for 2019/2020, members of the TLDG will be paired up with inconsistent staff in coaching pairs to help to support and develop their practice.</p> <p>A PP specific Learning Walk is scheduled for 1st October 2019, prior to the PP Review on 10th October 2019.</p>
<p>Marking and Feedback Marking and feedback is clear and effective to support the progress of PP students. Feedback is aspirational and motivational with a focus on praise, and clear next steps. Peer assessment is used carefully in the classroom with pairing considered to support PP progress. EEF Research shows that Feedback can add +8 months onto learners. Peer Tutoring can add +5 months and Collaborative learning can add +5 months.</p>	(Staffing costs)	<p>CPD to support staff development in order to give effective feedback which has a particular impact on PP progress. RATs meetings ensure that new staff fully understand the Literacy and marking policies. DIRT tasks show progress. Review through Lesson Observations, Book Scrutiny, Learning Walks</p>	<p>PP students are able to make progress using effective teacher feedback. Teaching and Learning and Y11 outcomes has improved for all students including PP. See overall Y11 leavers Summer 2019 PP Analysis for data.</p>
<p>Homework Strategy Review of the homework process to focus on recalling key knowledge. Students to use a quiz system in KS3 where they must recall key information. Expectations for homework are made clear to students and families to engage them in the process. PP students will in particular benefit from this structure. EEF Research shows that Homework can add +5 months onto learners.</p>	(Staffing costs)	<p>T&L Learning Walks and book scrutiny will show implementation of the new homework strategy with a particular focus on recalling prior knowledge. Review through Lesson Observations, Book Scrutiny, Learning Walks. AHT to complete weekly reviews of Y7 Knowledge Organisers to collect data on implementation and to reward individual students.</p>	<p>A new Homework Strategy is in place for all students in Y7 and 8 using Knowledge Organisers. This supports all students including PP students to learn key knowledge in each subject and enables them to practice regular recall.</p> <p>Increased outcomes due to students being able to recall prior knowledge and being in the habit of revising effectively independently from Y7. DP4 data from the internal exams in July 2019 shows improvements for students in Y7 and Y8 core subjects. English is a particular strength. Overall, PP students in Y7 achieved a positive P8 score of +0.25, and PP students in Y8 achieved a positive P8 score of +0.08 in internal exams, which is much improved from previous data points and shows that this regular recall has had a positive impact on exam performance.</p> <p><insert impact data></p>
<p>Director of School Improvement Director of School Improvement to support and monitor re outcomes for PP and produce PP plan with senior leaders.</p>	(Staffing cost)	<p>Pupil premium support meetings. Review plan at each Data Point</p>	<p>Teaching and Learning and Y11 outcomes has improved for all students including PP. See overall Y11 leavers Summer 2019 PP Analysis for data.</p>

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Plan to be focussed in line with school priorities for disadvantaged students			
<p>LSP SEN Key PP and SEN vulnerable students identified and supported in lessons by and LSP. Pupil Passports written and used every lesson by teaching staff. Communication between LSP and Teacher prior to every lesson to ensure the most effective teaching and learning for the student. Regular PP and SEN CPD for staff. EEF Research shows that strategies implemented such as use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students, and SEN Champions will develop use of these strategies in each department.</p>	(Staffing costs)	<p>Termly contact with parents/ students. MER data review and actions.</p> <p>Review SEND data at each Data Point</p>	<p>SEN disadvantaged students to be supported to make progress, with individuals needs addressed. There were 4 PP SEND students in the Y11 Summer 2019 Leavers cohort. 2 had an EHCP and 2 were SEND K. The average overall P8 score for SEND P students was -1.20, this was below the overall SEND P8 score of -0.24. However, this is due to 2 PP SEND students with P8 scores of below -2 who have significantly skewed this data in the context of such a small cohort. They were both PP HATs and had significant pastoral needs as well. PP SEND students are tracked after each data point and this information is shared between the PP and SEND team so that all parties are working effectively together.</p> <p>Further work will be done in 2019/20 to raise attainment standards for PP SEND students.</p>

Respect: Personal Development, Behaviour & Wellbeing

Respect

7. Desired Outcome: LSP and Pastoral PP Provision & Intervention

LSPs and SSOs provide support to PP pupils including SEN pupils, the work is monitored and evaluated. Impact on student progress, attendance and personal development and wellbeing.

Chosen Action / Approach:

Provide a range of support for most vulnerable PP students to remove barriers to learning.
To give pupils from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day.

Allocated Funding: £15,914 **Staff Lead** Mrs S Barker/ Mrs Doig/ Mrs Lovatt/ Mr Rankin/ Student Support Officers

Actions	Cost	Monitoring & Evaluation	Impact
<p>PP Breakfast Club Provision of breakfast and education to Support for disadvantaged students to promote access to learning and enhance progress and close the gap with behaviour and rewards. EEF Research shows Extending the School Day can add +2 months onto learners, and that mentoring can have a positive impact on disadvantaged students in non-academic ways.</p>	<p>£4,000 (£760 funded from OA funding due to Rising Stars breakfast club)</p>	<p>Monthly reports for uptake of breakfast club with review at Pupil Premium meetings. Review at each Data Point and through Opportunities Area Review</p>	<p>This support has given an increased number of PP students (223) from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day. This academic year, more PP students are accessing this provision and a total of 6853 breakfasts have been given to 223 disadvantaged students (this represents 68.2% of PP students who are accessing the free breakfast, compared with 65.3% last academic year).</p> <p>In addition to this, 49 students have been part of the Rising Stars PP Initiative this year, and we have been providing breakfast for free every Friday morning during their Rising Stars mentoring session. This means that we have provided an additional 686 breakfast to disadvantaged children across the academic year, resulting in an impact of</p>

			<p>96.3% of these students improving their P8 score across the Data Points.</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>No pupils participating in PP Breakfast</td> <td>207</td> <td>223</td> </tr> <tr> <td>Total Count</td> <td>6514</td> <td>6853</td> </tr> <tr> <td>Total Breakfast spend</td> <td>£4,281.05</td> <td>£4,498.53</td> </tr> <tr> <td>Highest Spend</td> <td>£133.40</td> <td>125.95</td> </tr> <tr> <td>Average Spend</td> <td>£20.68</td> <td>£20.17</td> </tr> </tbody> </table>		2017-18	2018-19	No pupils participating in PP Breakfast	207	223	Total Count	6514	6853	Total Breakfast spend	£4,281.05	£4,498.53	Highest Spend	£133.40	125.95	Average Spend	£20.68	£20.17
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<p>Family Revision Sessions ‘How to Revise Effectively’ study workshops provided to engage and support families to learn how to help their child study and revise effectively. EEF Research shows that Parental Engagement can add +3 months onto learners. EEF Report – ‘Working With parents to Support Children’s Learning’</p>	(Staffing Costs)	<p>Parent Voice. Parental engagement and attendance. Review through student and parent voice after each event</p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school. The first Y11 Family Revision Session took place on the 20th March 2019. 40 PP families were invited, targeting PP students who were underperforming and families who have not been engaging regularly with school. 13 families attended (all PP). This was a very positive start to these types of events, and the parent voice was excellent. 100% of families in attendance said that they had found the event useful, and 75% sad that they wanted more events like this. 3 Family Revision Events for PP families have been calendared for the academic year 2019/2020. Teaching and Learning and Y11 outcomes have improved for all students including PP. See overall Y11 leavers Summer 2019 PP Analysis for data.</p>																		

<p>‘Family Group’ LSPs to provide targeted nurture support and a bespoke curriculum for key PP and SEN students in conjunction with the SEN plan. EEF Research shows that strategies implemented such as use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students, and SEN Champions will develop use of these strategies in each department.</p>	<p>Staffing costs £7414</p>	<p>A2L data FTE data reduces Attainment and progress data at Data Points</p> <p>Review SEND data at each Data Point</p>	<p>There were 7 students who were part of the Y7 Family Group in 2018/19 (3 PP), and 6 students who were part of the Y8 Family Group (4 PP).</p> <p>7/13 (53.8%) students have decreased their P8 score from DP1 to DP4. 2/13 (15.4%) students have increased their P8 score from DP1 to DP4. 1/13 (7.7%) students have stayed the same score from DP1 to DP4.</p> <p>There is further work to be done to close the gap between actual and expected progress for these students.</p>																																				
<p>Parent Focus Evenings Parents will be invited to a year group Focus Evening where key staff will explain important information so that school staff and families can work together to support the child effectively. EEF Research shows that Parental Engagement can add +3 months onto learners. EEF Report – ‘Working With parents to Support Children’s Learning’</p>	<p>(Staffing Costs)</p>	<p>Parent Voice. Parental engagement and attendance.</p> <p>Review through student and parent voice and attendance after each event.</p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school.</p> <p>Focus Evenings were introduced for every year group for the first time in Autumn 2018. These evenings were designed to give families key information relevant to their child’s academic year.</p> <p>The attendance to these events was:</p> <table border="1" data-bbox="1496 853 2123 1212"> <thead> <tr> <th>Event</th> <th>Date</th> <th>Number of families in attendance</th> <th>Year group size</th> <th>No of PP students in the year group</th> <th>% OVERALL attendance</th> </tr> </thead> <tbody> <tr> <td>Focus Evenings</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y7</td> <td>08/10/2018</td> <td>71</td> <td>208</td> <td>71 (34.1%)</td> <td>34.10%</td> </tr> <tr> <td>Y8</td> <td>03/10/2018</td> <td>27</td> <td>201</td> <td>76 (37.8%)</td> <td>13.40%</td> </tr> <tr> <td>Y9</td> <td>04/10/2018</td> <td>42</td> <td>189</td> <td>68 (36.0%)</td> <td>22.20%</td> </tr> <tr> <td>Y10</td> <td>13/09/2018</td> <td>61</td> <td>183</td> <td>53 (29.0%)</td> <td>33.30%</td> </tr> </tbody> </table>	Event	Date	Number of families in attendance	Year group size	No of PP students in the year group	% OVERALL attendance	Focus Evenings						Y7	08/10/2018	71	208	71 (34.1%)	34.10%	Y8	03/10/2018	27	201	76 (37.8%)	13.40%	Y9	04/10/2018	42	189	68 (36.0%)	22.20%	Y10	13/09/2018	61	183	53 (29.0%)	33.30%
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<p>Parent Partnership Project A new Parent Partnership Group will be introduced to increase communication between families and the school. Parents will sign up to be part of this and work together with key staff to discuss important issues and implement strategies to improve the school. EEF Research shows that Parental Engagement can add +3 months onto learners. EEF Report – ‘Working With parents to Support Children’s Learning’</p>	<p>Staffing Costs – £1,500</p>	<p>AHT and Lay Chaplain will run the group with SLT support and working with members of the local community. Parent Voice. Parental engagement and attendance.</p> <p>Review through parent voice and attendance after each event.</p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school. The new Parent Partnership Group was launched at Focus Evenings in September 2019. Parents were asked to give their views on a parent survey, and overall, 40% of parents said that they would be interested in a Parent Partnership Group. With this information, we calendared 5 meetings throughout the academic year and invited all parents. A core group of 15 parents are attending regularly. 3 families in attendance are PP families, 1 family is SEND and 2 are EAL. Topics covered included PP, Literacy, Numeracy and SEND. 4 dates are calendared for meetings in 2019/20, and this has been relaunched to all parents at Focus Evenings in September 2019.</p>												

<p>Alternative Progress Events for hard to reach PP families Vulnerable and hard to reach families will be invited in to an alternative 'Parents Evening' event which will be informal and not intimidating for PP families who do not usually attend Parent Evenings. These events could take the format of coffee mornings, bingo, treasure hunts for the wider family etc. This will included targeted hard to reach EAL families.</p> <p>EEF Research shows that Parental Engagement can add +3 months onto learners.</p> <p>EEF Report – 'Working With parents to Support Children's Learning'</p>	<p>Staffing Costs £1,500</p>	<p>Parent Voice. Parental engagement and attendance increases as a key cohort of hard to reach families engage with their child's progress.</p> <p>Review termly through Parental Engagement log.</p>	<p>Improved communication between home and school for a key cohort of hard to reach families. Increased outcomes due to the triangulation of support from student – home – school.</p> <p>Families who have not attended either parents evening in 2018/19 have been identified and PP families highlighted:</p> <table border="1" data-bbox="1503 376 1951 580"> <thead> <tr> <th></th> <th>No of Hard to reach Families</th> <th>No of PP Hard to reach Families</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Y8</td> <td>59</td> <td>24</td> </tr> <tr> <td>Y9</td> <td>54</td> <td>29</td> </tr> <tr> <td>Y10</td> <td>45</td> <td>26</td> </tr> <tr> <td>Y11</td> <td>59</td> <td>24</td> </tr> </tbody> </table> <p>A Hard To Reach Family Event is scheduled for 25th September 2019, to follow up with key PP families who did not attend either Parents Evening during the academic year 2018/19. This will start the year with positive relationships between home and school, and enable HOYs and SSOs to meet hard to reach families and develop strategies to engage them. A total of 100 families have been invited to this event, 70 of them being PP families (70%).</p>		No of Hard to reach Families	No of PP Hard to reach Families	Y7	N/A	N/A	Y8	59	24	Y9	54	29	Y10	45	26	Y11	59	24
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<p>Provision of resources to disadvantaged students Provision of support and resources to meet individual needs of students. This may include learning resources/ uniform items and travel support.</p> <p>EEF Research shows that school uniform does not have an academic impact on children, but it will ensure that PP students feel part of the community and will raise confidence.</p>	<p>£1,500</p>	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.</p> <p>Review after each Data Point.</p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources, uniform and travel support that may be barriers to learning.</p> <p>A total of £509.83 has been spent in the academic year 2018/19 on resources, equipment, travel and support for PP families. This has been done on a needs basis. There is a clear flowchart in place for HOYs and SSOs to use when</p>																		

			dealing with requests for support from PP families to ensure fairness and transparency.
<p>CEIAG Specific careers drop in sessions and workshops for targeted PP students to increase motivation and aspiration.</p> <p>EEF Research shows that Aspiration Interventions do not have an academic impact on children, but they will have a positive impact on the socio economic factors for disadvantaged students and will raise confidence and aspiration alongside other strategies.</p> <p>Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>	(no cost)	Track the impact of this through A2L scores for students and data at each Data Point. Review after each Data Point.	<p>Teaching and Learning and Y11 outcomes has improved for all students including PP. See overall Y11 leavers Summer 2019 PP Analysis for data.</p> <p>The figures for the 2018 6th form leavers are very positive, with 15/33 (45.5%) 6th form leavers eligible for the bursary. Overall, 72.7% of the 33 students have gone onto University, with 9% going to Russell Group Universities which is broadly consistent with previous years.</p> <p>13/15 (86.7%) have gone onto University courses.</p> <p>1/15 (6.7%) has gone straight into employment.</p> <p>1/15 (6.7%) has gone straight into high quality employment with training.</p> <p>Y11 2018 Leavers:</p> <p>37% of PP students have gone onto Level 3 qualifications/ A Levels. There is a gap between PP and non-PP, as 61% of non-PP students have gone onto Level 3 qualifications/ A Levels. This is an area of focus for 2018/19.</p> <p>Overall, 2 students were NEET (1 PP).</p>

			<p>We are finalising 2018/19 destinations data and we are expecting that 2 students will be NEET this year (1 is a PP student who is on Maternity Leave).</p> <p>All Y11s-13 have 1-1 careers meetings. However, for 2019/20, PP students and other vulnerable students will take priority for these meetings in order to raise aspirations and motivation quickly. STMCA have always met benchmark 8. We are also using VKe (new Careers Advisor) to enhance this provision for vulnerable students from helping with applications to organising visits / hands on experiences. The two internal and external Careers Advisors liaise each week about Y11s-13 and key groups.</p> <p>For other benchmarks, we target PP and vulnerable students and have now developed a system on SIMs to record each students' engagement. This is to be rolled out to all staff in 2019/20 and once utilised fully will allow us to ensure that all individuals meet each benchmark. This will avoid one student accessing all extra opportunities and another accessing none.</p>
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Respect: Personal Development, Behaviour & Welbeing

8. Desired Outcome: Alternative Provision and Intervention

Chosen Action / Approach: The school has invested in Alternative Educational Provision to support those students who have disengaged from school and are at risk of permanent exclusion. Currently there are X year 11 students who access AP and 2 are PP. All students are underachieving.

Allocated Funding: £17,000	Staff Lead	Mrs J Stubbs	
Actions	Cost	Monitoring & Evaluation	Impact

<p>Alternative Provision Placement of disadvantaged in suitable alternative provision. Transport costs for alternative provision and college placement. EEF Research shows that Behaviour Interventions can add +3 months onto learners with specific needs.</p>	<p>£17,000</p>	<p>Review after each Data Point</p>	<p>Two of the three Y11 students placed in to F/T AP completed their GCSE education without being permanently excluded. GCSE outcomes were below peers/non-disadvantaged; however, qualifications were secured and contextual safeguarding factors were minimised as a result of regular monitoring and support between/from AP, Learning Pathways and STM.</p> <p>1 Y11 student achieved above non-disadvantaged peers, including grade 9s, and completed her GCSE education without further deterioration in her mental health. AP support, including from STM collaboration, ensured that post-16 pathway was secured and outcomes were at or above target grade for this student.</p>
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Respect: Personal Development, Behaviour & Welbeing

9. Desired Outcome: Improve achievement, attendance and well-being of PP students

Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.

<p>Allocated Funding: £19,718</p>	<p>Staff Lead</p>	<p>Mrs J Stubbs/ Mrs S Barker /Heads of Year</p>	
<p>Actions</p>	<p>Cost</p>	<p>Monitoring & Evaluation *Date of Review</p>	<p>Impact</p>
<p>Pastoral Attendance Support</p> <p>Pastoral Support to promote the attendance of disadvantaged pupils. Diminish differences between disadvantaged and non-disadvantaged pupils in order to promote inclusion for disadvantaged students. Students to be rewarded for improved attendance. Attendance lead to share attendance data with SLT every Tuesday.</p>	<p>Staffing costs £8,056</p>	<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>Provide Behavioural Support specifically to</p>	<p>PP attendance has risen from 92.9% in 2017/18 to 93.9% in 2018/19. There is further improvement to be made to reach the school target of 96%.</p> <p>Y7 attendance and PP attendance is very positive, meeting school targets and is well above national average. FSM attendance is slightly below national average at 94.36%.</p>

<p>EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes.</p>		<p>promote inclusion of disadvantaged students within the school. Review attendance data every week at SLT meetings.</p>	<p>The PP Y11 Attendance Strategy reduced PA in a targeted cohort from 58.8% to 23.5% in 8 weeks, at a cost of only £90.</p> <p>Rising Stars Y11: 18/21 (85.7%) students improved their P8 score at DP3. Of the 15 students who were part of the programme at DP1, 4 have improved their attendance at DP3, 7 are above the school target of 96%, and 9 are above 95%.</p> <p>Y7-9 Rising Stars Wave 1: 28/19 identified students are PP (96.6%).</p> <p>27 students completed the programme. 37% of Rising Stars students improved their attendance whilst on the programme. Overall, 44% of Rising Stars students have attendance above the school target of 96%. At DP1, 4/27 (14.8%) students were PA. At DP3, 2/27 (7.4%) students are PA.</p>
<p>Rewards Provision of rewards scheme to promote achievement and attendance for disadvantaged students.</p>	<p>£500</p> <p>20% reduction in rewards trip to Alton Towers July 2019 (£21, £4.20 funded for PP students)</p>	<p>Reward scheme promoted through Act of Worship and uptake/ success monitored. Weekly, half termly, termly and yearly rewards to be given to students for progress and improved attendance. Review after each Data Point.</p>	<p>The PP Y11 Attendance Strategy reduced PA in a targeted cohort from 58.8% to 23.5% in 8 weeks, at a cost of only £90.</p> <p>Rewards were given for all PP Programmes including Rising Stars and the Honours Programme to promote engagement. Weekly rewards letters are sent home to engage families.</p>
<p>EWO & Attendance Officer EWO, Attendance Officer to support the identification of Persistent absent students (and at risk of) with interventions and support applied to improve attendance for disadvantaged students so no students fall behind.</p>	<p>Pro-rated EWO £1,740 + extra £2100 due to additional EWO hours from Jan 19</p>	<p>Attendance levels for all persistently absent disadvantaged pupils are checked and acted upon immediately.</p>	<p>PP attendance has risen from 92.9% in 2017/18 to 93.9% in 2018/19. There is further improvement to be made to reach the school target of 96%.</p>

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	(2019-2020 – Agreed to pay additional £780 towards EWO – Total £2520) Staffing costs £7,322	Review attendance data every week at SLT meetings.	PP PA has reduced to 20.3% during the academic year 2018/19 but there is important work to do to reduce this further.
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Respect: Personal Development, Behaviour & Welbeing

10. Desired Outcome: Improve the academic and pastoral transition provision for PP students

Chosen Action / Approach:

Systems are in place to identify disadvantaged students through the KS2- KS3 transition process and assess need. A detailed transition process including academic transition and pastoral support is in place specifically to promote inclusion of disadvantaged students within the school.

Allocated Funding: £52,873		Staff Lead Mrs J Stubbs/ Mrs C Rowley / Mrs E Todd / Mrs A Bradbury / Mrs S Barker /Heads of Year	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>PP ‘Settling In’ Interviews Identify PP students through the KS2 transition process and gain information on needs. EEF Research shows that Parental Engagement can add +3 months onto learners, and mentoring can have a positive non-academic impact on disadvantaged students.</p>	(staffing costs)	PP students to receive a ‘settling in’ interview within the first half term and a second interview before the end of Y7 at STMCA to check on support given and support needed to remove barriers to learning. Families invited to support parental engagement.	<p>Settling In Interviews will be introduced for the first time in AW 2019 for targeted PP families as part of an improved transition package.</p> <p>PP Families are engaged with their child’s learning in a more informal setting from the start of Y7. Barriers to learning are identified and removed quickly.</p>

		Mentoring proforma completed at both interviews and needs discussed and shared with the pastoral team and PP Lead to action. Review and plan for in May 19 prior to transition.	
Transition Parental Engagement Specific interventions are offered to parents of PP students to ensure that they attend Transition evening and Y7 Parents Evening – PP families have follow up phone calls to open a direct line of communication. EEF Research shows that Parental Engagement can add +3 months onto learners.	(staffing costs)	Attendance to transition evening and Y7 Parents Evening is tracked and families who do not attend receive follow up phone calls to offer an alternative slot. Phone calls home to PP families are tracked and logged to build a picture of communication with home. Review and plan for in May 19 prior to transition	Relationships with PP families has been built from the summer term before their child starts at STMCA through the Transition process and the Transition parents Evening. Attendance to the first Y7 Focus Evening on 08/10/18 was 34.1%. Attendance to the first of two Y7 Parents' Evenings on 15/11/18 was 70.2% across the whole cohort; 57.7% of Y7 PP families attended the event. Whilst this is above attendance for 2017/18, there is still a gap between PP and non PP attendance. In 2019/20, we have a number of strategies planned to close the gap between PP and non-PP attendance and parental engagement with school, such as a Hard to Reach Families Event on 25/9/19 and a new Y7 Settling In Event.
Options Support – 'My Choice' Meetings PP students are given additional 'My Choice' options meetings to support them through the Y8 Options process. EEF Research shows that one to one tuition can add +5 months onto learners, and mentoring can have a positive non-academic impact on disadvantaged students. Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers and Benchmark 8 – Personal Guidance.	(staffing costs)	Attendance to meetings is tracked and follow up meetings arranged. Issues arising from meetings with PP students result in a follow up family meeting to discuss options. Review and plan for in June 19 prior to Options Evening	Options were not offered at the end of Y8 as previously planned, due to a change to a 3-year KS3. This strategy will be used at the end of Y9 in summer 2020. Guidance 'My Choice' meetings result in students feeling empowered to make positive choices at KS4 and less disruption through option changes at the start of the GSCE courses. This will ultimately result in increased outcomes at KS4.
EAL / Mid-Year Admissions Support EAL or mid-year admission PP students will receive a follow up meeting and regular contact with family for the first 6 months of their journey at STMCA.	(staffing costs)	Meetings / phone calls home to PP families are tracked and logged to build a picture of communication with home. Review at each data point	Relationship with PP families is built from the start of the child's journey at STMCA through mid-year admissions meetings where a dedicated Student Support Officer will oversee the pastoral care of each new admission, and a Head of Year will oversee the academic transition of each child. This results in increased parental engagement.
Pastoral Development Student Support Officers to support the personal and pastoral transition and development of disadvantaged students.	Staffing costs £43,490	Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups. Review at each data point	Relationship with PP families is built from the start of the child's journey at STMCA through a dedicated Student Support Officer to oversee the pastoral care of each child.

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<p>EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</p>			<p>This results in increased parental engagement. STMCA also employs a Behaviour Engagement Lead who works with particularly vulnerable and often PP children to reduce repeat lesson removed and to remove barriers to learning.</p> <p>The aim of the support is to give pupils from disadvantaged backgrounds support with personal and pastoral development through the transition process and into their time at STMCA.</p>
<p>Enhanced Transition process for PP and LAC students Students who are vulnerable will be invited for additional transition sessions to support their academic and pastoral transition. EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</p>	<p>(Staffing Costs)</p>	<p>Targeted PP students are invited for enhanced transition days to support their pastoral and academic transition. Review at each data point, and prior to transition starting in May 19</p>	<p>Targeted vulnerable PP, LAC and SEND students have improved pastoral and academic transition, and relationships are built up quickly with students and families to ensure that progress is maintained when they start at Secondary School.</p> <p>39 families were invited to the Transition Afternoon Tea and 26 families attended (67%). This was for vulnerable students and families who did not know many new starters and therefore, encouraging a smooth transition to STMCA.</p> <p>We had 3 students in for several weeks for their 'settling in' period due to behavioural and pastoral issues raised by primary school. These days included shadowing classes to sample lessons, having breakfast with the Year 7 team and helping with activities within the Savio Centre. Their average BfL scores are at the moment 2.14 (WB), 1.48 (AK), 1.45 (KC).</p> <p>During summer 2019, XXXXXX SEND students were part of the enhanced transition process which resulted in XXXX additional visits to STMCA. XXXX of these students are PP SEND students. These events supports PP SEND students to have a smooth transition to secondary school.</p>