

# PUPIL PREMIUM STRATEGY STATEMENT 2019-2020

## St Thomas More Catholic Academy

Date of Policy: Updated:	September 2019
Member of Staff Responsible:	Mrs S Barker Mrs J Doig
Principal:	Mr M Rayner
Approved by the Academy Representatives Nominated Academy Representative:	D Montali & K Harrison
Date of Policy Review:	August 2020



All Saints Catholic Collegiate

# Pupil Premium Strategy Statement

1. Summary information	
School	St Thomas More Catholic Academy
Academic Year	2019/2020
Total PP budget	Budget £275,000
Date of most recent PP Review	February 2016, OFSTED May 2017. Full external PP Review Scheduled 10/10/19
Total number of pupils	1116 on roll including KS5 983 in KS3 & KS4
Number of pupils eligible for PP	338 (30.3%) including KS5 338 (34.4% KS3 & KS4)
Date for next internal review of this strategy	Termly review, August 2020 final 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. The new Y7 cohort has the highest proportion of PP students at 36.8%. The trend shows that the proportion of PP students is growing on entry into the school. The proportion of disadvantaged students at STMCA is above national average at 34.3% (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 and 24.4% of the Y8 cohort claiming for FSM compared to 15% in Y11.</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		
	<i>2017-2018 Actual Results Pupils eligible for PP (your school) School NPP in brackets</i>	<i>2018-2019 Actual Results Pupils eligible for PP (your school) School NPP in brackets</i>
% 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>provisional</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 2018-19

Refer to evaluation in the 2018/2019 PP Strategy with Evaluation document

#### 5. School Priorities

A.	Performance of <b>Most Able disadvantaged</b> students improves with the development of the Honours Programme
B.	Performance of all students including disadvantaged students in <b>EBACC</b> subjects will improve
C.	Development of <b>Literacy and Numeracy</b> skills for disadvantaged students to further improve the number of disadvantaged students achieving a <b>strong</b> pass in Basics.
D.	To <b>sustain</b> the strong performance of all students including disadvantaged students in <b>Open Tier</b> subjects
E.	To build upon the <b>high aspirations and range of quality opportunities</b> for disadvantaged students
F.	Further improve the <b>attendance</b> of disadvantaged students at school and to <b>reduce PP PA</b> figures

#### 6. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 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.
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 achieving strong passes in basics nationally.
D.	Performance of all students including disadvantaged students in Open Tier subjects will be sustained for 2019/20.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in Open Tier qualifications.
E.	Development of aspirations and opportunities for disadvantaged students.	Disadvantaged students to access a greater range of enrichment activities/ educational visits. PP students go onto to high quality destinations.
F.	To improve attendance for disadvantaged students.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally. PA figures for PP students will reduce and be in line with non PP students nationally.

## Faith: Effectiveness of Leadership & Management

1. Desired Outcome: **Supporting academic progress and the pastoral care** of disadvantaged students at STMCA. **£1850**

## 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. **£59, 828**
3. Desired Outcome: Promote the progress and improve outcomes for PP students in a range of curriculum areas with a focus on EBACC by providing **access to learning equipment, strategies and resources.** **£11, 632.75**
4. Desired Outcome: **Targeted support for PP pupils.** **£15, 286**
5. Desired Outcome: **Improve achievement of PP students** including the most able disadvantaged 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: SEND PP students are provided with targeted and robust support and their progress is monitored and evaluated regularly. This work has a high impact on student progress, attendance and personal development and wellbeing. **£7414**
8. Desired Outcome: **Alternative Provision** and Intervention. **£17,000**
9. Desired Outcome: Improve the **parental engagement** of disadvantaged families. **£4000**
10. Desired Outcome: Improve **achievement, attendance and well-being** of PP students. **£19, 393**
11. Improve the **academic and pastoral transition** provision for PP students. **£43, 990**

**= 275,053.75**

In this document, EEF refers to the Education Endowment Foundation which is a charity that conducts educational research to support effective practice in schools.

# 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 Champion 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).
- Further develop the aspirational Most Able programme to accelerate the progress of most able disadvantaged students.

<b>Allocated Funding:</b> £1850		<b>Staff Lead</b> Mrs S Barker / SLT	
<b>Actions</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation</b> *Date of Review	<b>Impact</b>
<p><b>Pupil Premium Champions Team network</b> A PP link member of staff in each department has been identified and have taken part in a year of training and CPD. The team meet half termly to review PP strategies and to set targets and plan initiatives for PP students in each department, including SEND. This leads to drive planning for PP students within the department RAP process. <b>EEF Research - use of TAs, within class attainment grouping, reading comprehension strategies, oral language strategies all have a positive impact on PP students.</b></p>	(Staffing costs)	<p>Minutes from Pupil Premium Champion meetings to be presented to SLT and HODs (1/2 termly), as well as being shared with the department. Governors to be kept updated on targets and outcomes.</p> <p><b>Review after each Data Point and at next PP Champion Meeting.</b> <b>SLT Line Managers quality assure department interventions to ensure that they are specific and linked to department priorities.</b></p>	Disadvantaged students to make progress in line with or above non-disadvantaged students, especially in English and Mathematics and EBACC. The good progress made in Open Tier quals is sustained for 2019/20.
<p><b>Pupil Premium Senior Team Meeting</b> Pupil Premium meeting after every Data Point with the Head, SLT and PP Lead to drive planning for PP students. PP Lead to critically engage with a range of evidence including EEF research in order to develop the STMCA PP strategy. <b>EEF - Performance Pay - +1 month</b></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.</p>	Disadvantaged students to make progress in line with or above non-disadvantaged students, especially in English and Mathematics and EBACC.

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		Post review Pupil Premium action plan. <b>Review after each Data Point at SLT Meetings, and regularly through weekly Line Management</b>	Accountability is strengthened due to the additional of a Pupil Premium target through appraisal for all SLT, Middle Leaders and TLR holders.
<b>Pupil Premium Governor Meetings and CPD</b> The AHT Pupil Premium Lead meets with the PP Link Governors after each Data Point to analyse the data and review the impact of PP spending and strategies implemented. PP Lead and PP Governors to critically engage with a range of evidence including EEF research in order to develop the STMCA PP strategy.	(Staffing costs)	Minutes taken and reviewed at each meeting. Data after each Data point to be presented to Governors 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. <b>Review after each Data Point</b>	Disadvantaged students to make progress in line with or above non disadvantaged students, especially in English and Mathematics and EBACC.
<b>Pupil Premium Lead trained as an SLE in 'Closing the Gap'</b> The AHT Pupil Premium Lead has been accepted and trained as an SLE for 'Closing the Gap', and will work to support other schools. AHT PP Lead has completed the PP Reviewer Training in July 2019 and as part of the role as SLE can work on PP Reviews in other schools.	(Staffing costs)	PP Lead to update SLT after each SLE assignment or PP Review. Review Action plan and review of action plan. Post review Pupil Premium action plan. <b>Review after each Data Point</b>	Disadvantaged students to make progress in line with or above non disadvantaged students, especially in English and Mathematics and EBACC.
<b>LSP SEND Links in each department</b> 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. <b>EEF -use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students.</b>	Staffing costs <b>£1,850</b>	Half termly meetings with SEN links and the SENDco to review students' individual needs. Regular contact with parents/ students. MER data review and actions.  <b>Review after each Data Point</b>	SEN disadvantaged students to be supported to make progress, with individuals needs addressed.
<b>MAC Disadvantaged Network meetings</b> 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).	(Staffing costs)	Termly review meeting minutes to share good practice including annual transition meeting for disadvantaged students.  <b>Review after each Data Point and feedback to SLT after each PP MAC meeting</b>	Disadvantaged students to make progress in line with or above non disadvantaged students in all subjects including the key areas of English, mathematics, STEM and Ebacc.

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<p><b>Director of School Improvement</b> 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. PP Review scheduled 10/10/19 <b>Review after each Data Point and feedback to SLT after each PP MAC meeting</b></p>	<p>Disadvantaged pupils to make accelerated progress in all subjects and to be in line with non-disadvantaged pupils nationally.</p>
<p><b>Leaders promote a culture of Growth Mindset</b> 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. Staff will receive CPD on metacognition from Russell Spink on 5/11/19 through the Stoke Research School. <b>EEF - Metacognition +7 months</b></p>	(Staffing costs)	<p>Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students, including through strategies such as Rising Stars which takes place across every year of the Academy. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress. <b>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.</b></p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students nationally.</p>
<p><b>Student Leadership</b> We offer 100 student leadership opportunities across the Academy and encourage PP students to apply. Ensure that the Student Leadership Team have a number of PP students proportionate to the % in school to represent disadvantaged students- at least 35% from disadvantaged backgrounds.</p>	(Staffing costs)	<p>Student Leadership structure offered to all students through Acts of Worship in September. Form Tutors are supporting PP students in particular to apply and write leadership letters using school guidance and resources. <b>Review half termly and log student engagement on the Leadership spreadsheet</b></p>	<p>Disadvantaged students have a clear voice in school. The proportion of student leaders who are PP should be in line with or above the proportion of PP students in school. Ultimately, this will increase PP outcomes and aspirations for the future.</p>
<p><b>Teaching &amp; Learning Development Group</b> The TLDG consists of a group of consistently Green teachers who have been identified to lead a teaching group.</p>	(Staffing costs)	<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.</p>	<p>Teaching and Learning should improve, with targeted support for PP students in lessons improving.</p>

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<p>They are 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. TLDG staff are signed up for various CPD opportunities with the Research School including TLDG on PP/ high ability / metacognition / self-regulated learning, and regularly disseminate this information and training to all staff through Development Mondays. TLDG to be paired with ITTs and Inconsistent staff from the Teaching Map to create informal coaching pairs to provide support. TLDG oversee Sharing Good Practice weekly, the Teaching and Learning Newsletter and the Pineapple Chart of informal observations.</p> <p><b>EEF - 5:1 ratio of praise vs. criticism is essential for motivating disadvantaged students, meet and greet policy ('Improving Behaviour in Schools' Guidance Report, EEF)</b></p>	<p>Lanyard paid for through T&amp;L budget.</p> <p>CPD through the Research School – free (Russell Spink Metacognition, Tom Sherrington)</p>	<p><b>Review after each T&amp;L Working Party meeting through minutes, and after each TLDG event</b></p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students nationally.</p>
<p><b>Appraisal</b> All staff have an appraisal target linked to PP achievement. <b>EEF - Performance Pay +1 month</b></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. <b>Review at Mid Term Review and Final Appraisal, and refer to at each Line Management meeting throughout the year</b></p>	<p>Whole staff approach and focus on disadvantaged student achievement. Outcomes for PP students improve.</p>
<p><b>Arts On Angels</b> All students have access to weekly Arts performances on Angels Walkway to expose them to a wealth of styles of performing arts. This develops student's cultural capital. All students have the opportunity to be trained to perform in this if they wish. <b>EEF - Performance Pay +1 month</b></p>	<p>(staffing costs)</p>	<p>Arts On Angels schedule.</p>	<p>Outcomes for PP students improve due to developed cultural capital.</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.
- Bedrock Reading Strategy to improve reading and vocabulary skills and accelerate progress in reading in Years 7, 8 and 9, and all PP and SEND students in Y10 and Y11.
- To further develop numeracy skills across the school including targeted support for Pupil premium students.

<b>Allocated Funding: £59, 828</b>		<b>Staff Lead</b>	<b>Mrs Leese</b>
<b>Actions</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation *Date of Review</b>	<b>Impact</b>
<p><b>Progress 8 Group</b> P8 Group – 16 targeted students with negative P8 scores at the end of Y10 and safeguarding/ pastoral concerns will be taught in a small group for core subjects by experienced and securely 'green' teachers as part of their bespoke curriculum offer. 3/16 are PP students (18.8%). <b>EEF - One to one tuition +5 months, small group tuition +4 months</b></p>	staffing costs	<p>PP Impact data at each data point PP outcomes Lessons observations and work scrutiny Department minutes</p> <p><b>Review impact after each Data Point</b></p>	PP students will be provided with key intervention in core subjects to accelerate their progress
<p><b>Bedrock Reading</b> All disadvantaged students making progress with Literacy and closing the gap of word poverty in disadvantaged youngsters. All PP and SEND students across the school to be enrolled in Bedrock Reader, with the whole cohort in Y7 and 8 to be supported through the programme to form part of the Literacy strategy.</p>	£2000 for Bedrock Reading	<p>Completion of Reading /Literacy tests. Analysis of literacy tests for disadvantaged students.</p> <p><b>Review impact after each Data Point</b></p>	<p>All disadvantaged students to raise performance to their reading ages. The proportion of reading ages to be at least in line with non-disadvantaged students in the school.</p>

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<b>EEF - Reading Comprehension Strategies +6 months</b>			
<b>Pupil Premium Book Club</b> Delivery of a targeted Pupil Premium Book club reading support for disadvantaged students. Students will be targeted to attend based upon Bedrock reading ages, and contact will be made with families to engage them in the process. <b>EEF - Reading Comprehension Strategies +6 months, small group tuition +4 months</b>	<b>(Staffing costs)</b>	Book club attendance to be monitored and triangulated with family support to lead to improvement in reading ages.  <b>Review impact after each Data Point</b>	All disadvantaged students to raise performance to their reading ages. The proportion of reading ages to be at least in line with non-disadvantaged students in the school.
<b>MORE</b> The MORE 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. <b>EEF - Reading Comprehension Strategies +6 months</b>	<b>(Included in Library costs)</b>	MORE participation will be logged on SIMS and 'no MORE book' will be logged so that the pastoral team can follow this up. Bedrock testing will take place in KS3 in lessons.  <b>Review impact after each Data Point</b>	PP students in particular will benefit from this where they have little or no opportunity or resources to read at home. Reading ages on Bedrock tests will increase and literacy levels across the school will improve increasing student outcomes.
<b>School Literacy Strategy</b> 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. <b>EEF - Oral Language Interventions +5 months</b>	<b>£550</b>	Student Voice. Data/ MER Cycle including RAP plans. SALAD Day CPD for staff and department planning.  <b>Review impact after each Data Point</b>	To enhance literacy skills to further promote progress across all curriculum areas.
<b>Numeracy Ninjas</b> 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. <b>EEF - Mastery Learning +5 months</b>	<b>(Staffing Costs)</b>	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. <b>Review impact after each Data Point</b>	To enhance number skills to further promote progress across all curriculum areas. Identification of areas of numeracy focus at individual student level in and intervention to address area of need. Disadvantaged students to make progress in Mathematics which is in line with or above non disadvantaged students nationally.
<b>School Numeracy Strategy</b>	<b>(staffing costs)</b>	Data tracked at each DP and impact measured for students on the programme. <b>Review impact after each Data Point</b>	Improved Maths outcomes and improve numeracy in students.

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<p>Most able students in maths will mentor younger students to improve maths skills and consolidate knowledge.  <b>EEF - Peer Tutoring Strategies +5 months</b></p>			
<p><b>HLTAs in Maths and English</b>          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.  <b>EEF - TAs can add +1 month</b></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.   <b>Review impact after each Data Point</b></p>	<p>Disadvantaged pupils to make accelerated progress in Mathematics and English and to be in line with non PP students nationally.</p>
<p><b>Library Access</b>          The Library will be open regularly and key PP students will be targeted to attend. Specific activities will take place in order to improve reading ages and participation.  <b>EEF - Reading Comprehension Strategies +6 months, small group tuition +4 months</b></p>	<p>Costing included in section 4 below.</p>	<p>Registers taken to track which PP students attend.          Bedrock testing.          Reading ages analysis.          Number of students taking out Library books.   <b>Review impact after each Data Point</b></p>	<p>The number of students accessing books increases and the number of students without a MORE book decreases.          Literacy levels in PP students increase in line with on PP students nationally.</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 with a focus on EBACC 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.**

<b>Allocated Funding:</b>	<b>£11, 632.75</b>	<b>Staff Lead</b>	<b>Mrs S Barker/Miss E Pycroft/ Mrs T Leese</b>
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<b>Actions</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation *Date of Review</b>	<b>Impact</b>
<p><b>Scientific Calculators</b> 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>£7 per calculator x 40 Y7 PP students = <b>£280</b></p>	<p>Monitor Homework on SIMs. Monitor A2L in Maths lessons.</p> <p><b>Review impact after each Data Point in Y7 Maths</b></p>	<p>Disadvantaged pupils to make accelerated progress in Mathematics and to be in line with non PP students nationally.</p> <p>A2L in Maths will improve.</p> <p>Homework scores in Maths will improve.</p>
<p><b>Provision of subsidised Maths Revision Guides for Y10 and Y11 PP students</b> 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. <b>EEF -Homework +5 months</b></p>	<p>63 PP students in Y10 and 54 in Y11 with a £2.50 reduction in cost 117 students x £2.50 = <b>£292.50</b></p> <p>(Guides cost £5.50, reduction of £2.50 for PP students so that a guide cost £3)</p>	<p><b>Review impact after each Data Point in Y10 and 11 Maths</b></p>	<p>Disadvantaged pupils to make accelerated progress in Mathematics and to be in line with non PP students nationally.</p>
<p><b>Provision of subsidised English Revision Guides for Y10 and Y11 PP students</b> 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</p>	<p>63 PP students in Y10:</p>	<p><b>Review impact after each Data Point in Y10 and 11 English</b></p>	

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<p>access to revision materials to revise effectively and to complete high quality homework. <b>EEF - Homework +5 months</b></p>	<p>(Y10 English students need to purchase 5 guides at £2.75 each =£13.75) PP subsidy of £6.75 x 63 students = <b>£425.25</b></p> <p>54 PP students in Y11 – (Y11 English students need to purchase 1 guide at £5.50 each) PP subsidy of £2.50 x 54 students = <b>£135</b></p>		
<p><b>Department curriculum allocation</b> 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 qualifications and qualifications listed on the SIP (Geography, Science, History, Art, Drama, French). <b>EEF - Digital Technology +4 months, Homework (+5 months) and extending school time (+2 months).</b></p>	<p><b>£ 9,000</b> Funds are bid for by department staff. These are outlined by department on the financial audit.</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. HODs write impact statements to assess the impact of their PP spend at key Data Points. <b>Review spending impact after each Data Point.</b></p>	<p>Disadvantaged pupils to make accelerated progress in all subjects and to be in line with non PP pupils nationally.</p>
<p><b>Provision of resources to disadvantaged students</b> Provision of support and resources to meet individual needs of students. This may include learning resources/ uniform items and travel support. There is a flowchart in place to ensure transparency with the pastoral team and fairness for students.</p>	<p><b>£1,500</b></p>	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups. <b>Review after each Data Point.</b></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><b>Routes into Languages Project for disadvantaged students</b> To promote raised aspirations and attainment of students in secondary school and higher education, thereby widening access to language study and helping to encourage a broader social profile of undergraduates studying languages (gender, ethnicity, socio-economic background, diversity of languages).</p>	<p>Routes into Languages West Midlands have received funding through Santander Universities to support Languages Ambassador visits to schools who have a high number of students eligible for pupil premium funding.</p>	<p>Uptake of languages at KS4. Reviews after each Data Point to discuss the progress and welfare of disadvantaged pupils in languages in all year groups. <b>Review after each Data Point.</b></p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning languages and helping them to understand the importance and careers</p>

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<p>Visit to STMCA from a Language Ambassador who will give a presentation to students about the importance of studying languages. Languages ambassadors are current students at Aston University and are either studying languages or are native speakers of other languages and are studying in the UK.</p>	<p>Free to the school.</p>		<p>available if taking a route into languages. Increased achievement of disadvantaged students in EBACC subjects.</p>
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## 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.

<b>Allocated Funding:</b> £15, 286	<b>Staff Lead</b>	<b>Mrs S Barker/Mr Rankin/ Mr Wootton/ Mrs Milan/ Mrs Powell/ Mrs Bussell/ Miss Donbavand</b>
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Actions	Cost	Monitoring & Evaluation	Impact
<p><b>Learning Journey</b> The journey of learning opportunities has been mapped out for students at STMCA to show them the wealth of opportunities available.</p>	<p>(Staffing costs)</p>	<p>Data analysis and the completion of individual action plans to promote attainment and progress.  <b>Review impact after each Data Point</b></p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students nationally.</p>
<p><b>Bucket List of Opportunities</b> A 'Bucket List of Opportunities' has been mapped out for students at STMCA to show them the wealth of opportunities available to them both inside and outside of school. This has been designed to increase parental engagement and the cultural capital of our students.</p>	<p>(Staffing costs)</p>	<p>Data analysis and the completion of individual action plans to promote attainment and progress.  <b>Review impact after each Data Point</b></p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students nationally.</p>

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<p><b>Academic Mentoring</b> Students invited to take part in a personalised programme such as 'Rising Stars' and 'Honours', 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. Y11 students all have a member of SLT as an academic mentor assigned to them and they are working within groups with a particular focus (e.g most able, positive progress, Rising Stars, retention to 6<sup>th</sup> form, vulnerable/ resilience). <b>EEF - Small Group Tuition +4 months, parental engagement +3 months and extending school time +2 months. Social and Emotional learning +4 months.</b></p>	<p><b>(Staffing costs)</b></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.  <b>Review impact after each Data Point</b></p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students nationally.</p>
<p><b>Equipment</b> Bank of learning equipment available for PP students to remove barriers to learning and ensure all disadvantaged students are ready to learn.</p>	<p><b>£500</b></p>	<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. <b>Review equipment trackers in form bi weekly</b></p>	<p>Disadvantaged students have the correct equipment to allow access to the curriculum to promote progress, removing barriers to learning across the curriculum.</p>
<p><b>Enrichment and Extra-curricular</b> Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, sporting events and subject specific curriculum trips. 95 extra-curricular clubs are offered across the Academy. 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. We are working with outside agencies to offer high quality enrichment opportunities such as YMCA Go. A UPS Teacher is running an enrichment programme for staff and students to strengthen staff and student relationships, participation and wellbeing through half termly events. <b>EEF -Small Group Tuition +4 months, extending school time +2 months, Outdoor Adventure Learning +4 months and sports participation +2 months.</b></p>	<p>Y7 Bushcraft Trip – 20% reduction for PP (50%) on a needs basis. Trip costs £130 so £26 will be funded for PP parents. Estimated cost <b>£1000</b></p>	<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.  <b>Review impact after each Data Point on extra-curricular registers.</b></p>	<p>All disadvantaged students to access at least 3 extra-curricular activities or visits per year.  Raised participation in educational visits/ experiences by disadvantaged students.</p>



<p><b>Musical Peripatetic lesson support for PP students</b> Support is given to ensure that all pupils have full access to broad educational experiences, such as music peripatetic lessons. Music lessons are offered through Ollie Docksey Music at half price for PP students to encourage uptake and remove barriers to learning. Attendance to extra-curricular is tracked. <b>EEF - Small Group Tuition +4 months.</b></p>	<p>Target of 50 students taking peri lessons, 35% PP. 18 PP children accessing peri lessons for 8 x 15-minute lessons at £3.88 per lesson - £31 per PP child = <b>£558</b> in total</p>	<p>Uptake increased for disadvantaged students accessing peri lessons. Attendance of PP student to extra-curricular activities is tracked. Student voice on extracurricular provision and financial support as appropriate.  <b>Review impact after each Data Point on extra-curricular registers.</b></p>	<p>All disadvantaged students can access music lessons if desired. PP students at least 3 extra-curricular activities or visits per year. The target is to achieve at least 35% PP students accessing peri music lessons for 2019/20. Raised participation in educational visits/ experiences by disadvantaged students.</p>
<p><b>Easter and May Revision Sessions</b> Study support sessions are made available in Easter and May holidays to ensure provision of study facilities for disadvantaged students. Key HODs and teachers provide academic study sessions for targeted PP students during school holidays. <b>EEF - Small Group Tuition +4 months, extending school time +2 months</b></p>	<p><b>£2,000</b> for study sessions</p>	<p>Data points completed 3 times per year. Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored also.  <b>Review through student voice and impact in data following holiday events.</b></p>	<p>Disadvantaged students provided with an effective base for support in revision and examination techniques throughout school holidays prior to examinations.</p>
<p><b>Most Able PP 'Honours' Programme</b> Support is given to most able PP students through a bespoke programme of opportunities and activities across the curriculum. The curriculum is appropriate and engaging for most able students, motivating them to succeed and participate in a wide range of experiences and offering them a 'Charter of Opportunities'. 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. <b>EEF -Small Group Tuition +4 months and extending school time +2 months</b> <b>Links to the Gatsby Benchmark -2, 5, 7</b></p>	<p><b>£2000</b></p>	<p>Termly evaluation completed on programme. Student and Parent Voice. Data at each Data Point. Book scrutiny and learning walks. Analysis of data and RAP plans as part of Assessment MER. Number of students passing their Honours Award. <b>Review impact after each Data Point</b></p>	<p>High attaining disadvantaged pupils to make accelerated progress in all subjects and to be above non disadvantages pupils nationally.</p>

<p><b>Outward Bound Residential Experience</b> Provision of Outward Bound residential experiences for disadvantaged students.</p> <p>12 Year 9 student X 5day experience (Outward bound Trust, Jan 2020)</p> <p>12 Year 8 student X 5day experience (Outward bound Trust, March 2020)</p> <p><b>EEF - Outdoor Adventure Learning +4 months</b></p>	<p>Cost to school of January 2020 event £136pp x 12 students = £1632 Students to contribute £50 pp, remaining cost to school = £1032 + staffing cover costs £1000 = <b>£2032</b></p> <p>Cost to school of March 2020 event £136pp x 12 students = £1632 + staffing costs Students to contribute £50 pp, remaining cost to school = £1032 + staffing cover costs £1000 = <b>£2032</b></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><b>Review through student and teacher voice and impact in B4L and assessment data following event</b></p>	<p>Disadvantaged students to gain increased confidence and aspiration, as well as further developed skills to access education and future employment. Outcomes for disadvantaged students increase.</p>
<p><b>CREST Science Award</b> Provision of Bronze and Silver CREST award scheme for disadvantaged students. This is also an opportunity available for Honours most able disadvantaged students.</p> <p><b>EEF - Small Group Tuition +4 months and extending school time +2 months.</b></p> <p><b>Links to the Gatsby Benchmark 4</b></p>	<p>Course costs <b>£500</b></p> <p>£5 per head for Bronze CREST + resources</p> <p>£10 per head for Silver 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.</p> <p><b>Review through student voice and impact in Science</b></p>	<p>Increasing the achievement of the most disadvantaged students, increasing employability and improving engagement in science. The students will have the opportunity of developing 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><b>Career Ready Award Scheme</b> Provision of Career Ready award scheme for disadvantaged students in Y10 and Y12.</p> <p><b>EEF - Small Group Tuition +4 months and mentoring can have some impact on PP learners.</b> <b>Links to the Gatsby Benchmark 4, 5</b></p>	<p>FREE this academic year - funded</p>	<p>Attendance at Career ready sessions with business partners including master classes delivered by employers.</p> <p><b>Review through student and teacher voice and impact in B4L and assessment data following events.</b></p>	<p>Increasing the achievement of the most disadvantaged students, increasing employability and improving engagement across the school. The students will have the opportunity of developing a range of skills including awareness of the workplace of the self-confidence, self-presentation, real-life skills and knowledge they need for work. Increase in higher or further education or directly into employment via apprenticeships or school leaver programmes.</p>
<p><b>PP Homework Club - ICT Access Study Sessions</b> Provision of ICT and Library facilities for disadvantaged students to enable after school support. The BeeHive is open from 8am every morning (JEm) and also breaktime and lunchtime for all students including disadvantaged students to access. The BeeHive is also open on targeted evenings for after school homework and study clubs.</p> <p><b>EEF - Small Group Tuition +4 months and extending school time +2 months. Digital technology +4 months.</b></p>	<p>Staffing costs <b>£1014</b></p> <p>(2 hours per week @ £13 per hour)</p>	<p>Monitoring the use of ICT facilities through library access and homework club.</p> <p><b>Review after each Data Point.</b></p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources and facility for the completion of independent study.</p>
<p><b>Academic Mentoring Programme- Rising Stars</b> 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. PP Revision Skills Workshops to take place for all PP students before Internal Examinations as part of Rising Stars. PP Family Revision Sessions to support PP Families with how to revise effectively.</p> <p><b>EEF - Peer Tutoring Strategies +5 months.</b></p>	<p><b>(Staffing costs)</b></p>	<p>Weekly meetings to take place with PP students. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress.</p> <p><b>Review after each Data Point</b></p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students nationally.</p>

<p><b>External Mentoring – Higher Horizons ‘Ignite My Future’ Project</b> 15 week mentoring programme for 20 identified Y11 students including key PP vulnerable students to develop their resilience and increase aspiration. <b>EEF 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. Links to the Gatsby Benchmark - 5</b></p>	<p>FREE this academic year – funded by Higher Horizons</p>	<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. <b>Review after each Data Point</b></p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students nationally.</p>
<p><b>Provision Mapping</b> 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). <b>EEF - Small Group Tuition +4 months and mentoring can have some impact on PP learners.</b></p>	<p><b>(staffing costs)</b></p>	<p>Provision map shows PP provision. <b>Review after each Data Point.</b></p>	<p>The provision map shows where intervention has been targeted at key students and this links to impact.</p>
<p><b>Positively MAD ‘On the Brink’ Programme</b> Targeted support for PP students who are at risk of significantly underachieving in their GCSE Examinations. The external company ‘Positively MAD’ will work alongside internal school support to ensure that these key vulnerable students are able to succeed. This will include growth mindset, careers, study/ revision skills, resilience training, mentoring. 18 students started this programme in Y10, and 6 will continue into Y11.</p>	<p>6 students at £833 = <b>£4998</b> <b>(Paid for through Opportunities Area Funding from 2018/2019)</b></p>	<p>PP Impact data at each data point PP outcomes <b>Review impact after each Data Point</b></p>	<p>Vulnerable PP students will be provided with key intervention in core subjects to accelerate their progress.</p>
<p><b>CEIAG</b> Specific careers drop in sessions and workshops for targeted PP students to increase motivation and aspiration. All Y11s-13 have 1-1 careers meetings and PP students will take priority for these meetings in order to raise aspirations and motivation quickly. The internal Careers Advisor enhances 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.  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>	<p><b>(no cost)</b></p>	<p>Track the impact of this through A2L scores for students and data at each Data Point. <b>Review after each Data Point.</b></p>	<p>Student outcomes will increase and NEET figures will decrease.  Destinations for PP students will be high quality Level 3 qualifications/ A Levels.</p>

<p>Honours most able disadvantaged students have additional and targeted CEIAG as part of their Charter of Opportunities, including University Visits, Workshops and guest speakers from aspirational careers/ further/ higher education.</p> <p><b>EEF - 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.</b></p> <p><b>Links to the Gatsby Benchmark 4, 5</b></p>			
<p><b>PP Breakfast Club</b></p> <p>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.</p> <p>PP breakfasts are automatically provided for morning interventions such as Rising Stars.<b>EEF - Extending the School Day +2 , and mentoring = positive impact on disadvantaged students in non-academic ways.</b></p>	<p><b>£4,000</b></p>	<p>Monthly reports for uptake of breakfast club with review at Pupil Premium meetings.</p> <p><b>Review at each Data Point and through Opportunities Area Review</b></p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day.</p>
<p><b>LAC PP Support</b></p> <p>The AHT LAC and PP work together to coordinate support for LAC students to ensure that they are effectively supported pastorally and academically. Heads of Year, Student Support Officers and the Inclusion manager work together as part of this plan – plans are individual based on student’s needs and circumstances.</p> <p><b>EEF -Extending the School Day +2 months, and mentoring = positive impact on disadvantaged students in non-academic ways.</b></p>	<p><b>(staffing costs)</b></p>	<p>Provision map shows PP provision.</p> <p><b>Review after each Data Point.</b></p>	<p>The provision map shows where intervention has been targeted at key students and this links to impact.</p>
<p><b>Universify</b></p> <p>2 key vulnerable PP students are taking part in a ‘Universify’ programme with Oxford University to widen their aspirations and give them vital experience of life at University. As part of this programme, they have taken part in a Summer School in August 2019, and will follow this up with a second residential visit in Easter 2020.</p> <p><b>EEF -Extending the School Day +2 months, and mentoring = positive impact on disadvantaged students in non-academic ways.</b></p>	<p><b>£150 for transport to both events</b></p>	<p>Track the impact of this through A2L scores for students and data at each Data Point.</p> <p><b>Review after each Data Point.</b></p>	<p>Student outcomes will increase and NEET figures will decrease.</p> <p>Destinations for PP students will be high quality Level 3 qualifications/ A Levels.</p>

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

## 5. Desired Outcome:

**Improve achievement of PP students** including the most able disadvantaged 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
<b>Data Tracking systems</b> Data Tracking systems are further developed to monitor and promote progress of disadvantaged students in preparation for Progress 8. Development of SIMS package for analysing data and streamlining assessment systems.	Staffing costs <b>£2,100</b> Data packages <b>£1,250</b> Licence <b>£300</b>	Quality assurance of data and Raising attainment plans approved by Head of department and Line managers. HODs and SLT to QA data input and moderation processes to ensure accuracy of predictions. <b>Review after each Data Point.</b>	Disadvantaged students tracked 3 times per year using school tracking system for Progress 8. Raising attainment plans to be completed to raise performance as appropriate.
<b>PP student Tracking</b> 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.	<b>(staffing costs)</b>	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"> <li>• QFT and planning focussing on PP achievement</li> <li>• Fine setting of groups</li> <li>• Intervention provision</li> <li>• Targeted additional study sessions</li> </ul> <b>Review after each Data Point.</b>	Progress and attainment for disadvantaged students increases.

SLT PP lead challenges departments where expected progress is not being made for PP students.			
<p><b>Year 7 baseline testing</b>  Year 7 baseline and GL Progress tests are implemented for all students including disadvantaged students to promote progress and aspiration.  <b>EEF - Feedback +8 months</b></p>	<p><b>Administration costs</b></p>	<p>Year 7 Baseline tests completed early in Autumn term.  Student pathways completed for disadvantaged students.  Data tracking system used to monitor.</p> <p><b>Review after baseline tests and use to inform planning and T&amp;L</b></p>	<p>Year 7 baseline tests completed to support KS2 assessments.  Students correctly based on pathways for progress.  Monitoring tests used to assess progress at the end of years.</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 / Mr D Rankin/ Mr Wootton/ Mrs Leese

Actions	Cost	Monitoring & Evaluation	Intended Impact
<p><b>Curriculum Mapping and Cultural Capital Audits</b> All departments have mapped out their curriculum to ensure effective and spiralled learning. HODs have identified opportunities for cultural capital within their curriculums to ensure that all students including disadvantaged students have access to a range of cultural opportunities.</p>	(Staffing costs)	Curriculum maps Cultural Capital Audits Lesson Observations, book scrutiny, student voice.	Disadvantaged pupils to make progress in line with non-disadvantaged pupils nationally.
<p><b>Small Group Intervention - Maths</b> Specialist Maths Teachers to teach small groups in Mathematics to develop the progress of disadvantaged pupils so no one falls behind. <b>EEF - Small Group Tuition +4 months, extending school time +2 months, TAs +1</b></p>	Staffing costs £46,534	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.  <b>Review after each Data Point</b>	Disadvantaged pupils to make accelerated progress in Maths and to be above all pupils nationally.
<p><b>Small Group Intervention - English</b> Specialist English Teachers to teach small groups in English to develop the progress of disadvantaged pupils.</p>	Staffing costs £44,476	Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work Student Voice completed for all subject areas	Disadvantaged pupils to make accelerated progress in English and to be above all pupils nationally

<p><b>EEF - Small Group Tuition +4 months, extending school time +2 months, TAs +1 month</b></p>		<p>Analysis of data and RAP plans as part of Assessment MER.</p> <p><b>Review after each Data Point</b></p>	
<p><b>Teaching and Learning CPD</b> Whole school staff training with a focus on disadvantaged students and most able achievement and differentiation to further promote outcomes for disadvantaged students. This includes a comprehensive plan for Development Mondays which develops the practice and skills of all staff, including support staff and Teaching Assistants. Coaching pairs will match the TLDG teachers with ITTs and 'missed opportunities' staff to develop their practice.</p> <p><b>EEF - Feedback +8 months</b> <b>Collaborative learning +5 months.</b></p>	<p>(Staffing costs)</p>	<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. TLDG to lead CPD to develop and support staff and to grow capacity in school.</p> <p><b>Review through Lesson Observations, Book Scrutiny, Learning Walks</b></p>	<p>Disadvantaged pupils to make accelerated progress in all subject areas and to be above all pupils nationally including SEN and Boys.</p>
<p><b>QFT Strategies</b> 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.</p> <p>The introduction of a new P8 Y10 group will help to support outcomes and aspirations for a highly vulnerable group of students.</p> <p><b>EEF - Feedback +8 months</b> <b>Collaborative learning +5 months</b></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><b>Review through Lesson Observations, Book Scrutiny, Learning Walks</b></p>	<p>Teaching and Learning improves for all students including PP. Improved QFT has the biggest impact on PP students, as noted in the Sutton Trust Report. PP outcomes improve. Student Voice and A2L data shows increased engagement in lessons.</p>
<p><b>Teaching Folder Expectations</b> Teaching black folder expectations have been re launched to all staff during INSET days in September 2019. A checklist for folders has been provided, and a new Learner Profile / Class RAP has been launched and explained to staff. The purpose of the Learner Profile/ Class RAP is to ensure that all staff have the opportunity to identify PP, most able, SEND students and</p>	<p>(Staffing costs)</p>	<p>Black Folder Scrutiny by HODs and SLT. 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>Teaching and Learning improves for all students including PP. Improved QFT has the biggest impact on PP students, as noted in the Sutton Trust Report. PP outcomes improve. Student Voice and A2L data shows increased engagement in lessons.</p>

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other students in their groups and plan detailed strategies to accelerate their progress. These are working documents that will be updated throughout the year.		<b>Review through Black Teaching Folder Scrutiny, Lesson Observations, Book Scrutiny, Learning Walks</b>	
<b>PP Learning Walk</b> Regular Learning Walks with a specific PP focus are 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. Regular PP book sample.	(Staffing costs)	Book sample reports, Learning Walk reports <b>Review through Learning Walks and Book Scrutiny</b>	Student Voice and A2L data shows increased engagement in lessons. Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally.
<b>Marking and Feedback</b> 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. <b>EEF - Feedback +8 months, Peer Tutoring +5 months, Collaborative learning +5 months</b>	(Staffing costs)	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. <b>Review through Lesson Observations, Book Scrutiny, Learning Walks</b>	PP students are able to make progress using effective teacher feedback. PP Outcomes improve.
<b>Homework Strategy</b> Development 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. <b>EEF - Homework +5 months</b>	(Staffing costs)	T&L Learning Walks and book scrutiny will show implementation of the new homework strategy with a particular focus on recalling prior knowledge.  <b>Review through Lesson Observations, Book Scrutiny, Learning Walks.</b> <b>AHT to complete weekly reviews of Y7 Knowledge Organisers to collect data on implementation and to reward individual students.</b>	Increased outcomes due to students being able to recall prior knowledge and being in the habit of revising effectively independently from Y7.
<b>Director of School Improvement</b> 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	(Staffing cost)	Pupil premium support meetings.  <b>Review plan at each Data Point</b>	Disadvantaged pupils to make accelerated progress in all subjects and to be above all pupils nationally.

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## Respect: Personal Development, Behaviour & Wellbeing

### Respect

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

SEND PP students are provided with targeted and robust support and their progress is monitored and evaluated regularly. This work has a high 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:**        £7414

**Staff Lead**

**Mrs S Barker/ Mrs Doig/ Mrs Lovatt/ Mr Rankin/ Student Support Officers**

Actions	Cost	Monitoring & Evaluation	Impact
<p><b>LSP SEN</b> 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. <b>EEF -use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students.</b></p>	<p>(Staffing costs)</p>	<p>Termly contact with parents/ students. MER data review and actions. PP SEND data tracked by AHT PP Lead, AHT SEND and SENDCo to triangulate support. <b>Review SEND data at each Data Point</b></p>	<p>SEN disadvantaged students to be supported to make progress, with individuals needs addressed.</p>
<p><b>'Family Group'</b> LSPs to provide targeted nurture support and a bespoke curriculum for key PP and SEN students in conjunction with the SEN plan. <b>EEF - use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students.</b></p>	<p>Staffing costs £7414</p>	<p>A2L data FTE data reduces Attainment and progress data at Data Points. <b>Review SEND data at each Data Point</b></p>	<p>FTEs reduce, A2L increases, NEET reduces, Assessment data increases.</p>

## 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.

<b>Allocated Funding:</b> <b>£17,000</b>	<b>Staff Lead</b>		<b>Mrs J Stubbs</b>
Actions	Cost	Monitoring & Evaluation	Impact
<b>Alternative Provision</b> Placement of disadvantaged in suitable alternative provision. Transport costs for alternative provision and college placement. <a href="#">EEF -Behaviour Interventions +3 months</a>	<b>£17,000</b>	<b>Review after each Data Point</b>	Disadvantaged students that are placed in alternative provision to make progress in line with or above non disadvantaged students, especially in English and Mathematics.

## Respect: Personal Development, Behaviour & Welbeing

### 9. Desired Outcome: Improve the **parental engagement** of disadvantaged families.

**Chosen Action / Approach:** The school has invested in engaging all parents and families, particularly those from disadvantaged backgrounds to triangulate the child's support from home and school.

<b>Allocated Funding:</b> <b>£4000</b>	<b>Staff Lead</b>		<b>Mrs J Stubbs</b>
Actions	Cost	Monitoring & Evaluation	Impact

<p><b>Parental Engagement Plan</b> There is a full and detailed plan in place to engage families in the academic and pastoral progress of their child, with a particular focus on disadvantaged families. Please see Parental Engagement Plan. <b>EEF - Parental Engagement +3 months</b></p>	<p>£500</p>	<p>Parent Voice. Parental engagement and attendance.  <b>Review through student and parent voice after each event</b></p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school.</p>
<p><b>Family Revision Sessions</b> 'How to Revise Effectively' study workshops provided regularly to engage and support vulnerable and PP families to learn how to help their child study and revise effectively. <b>EEF - Parental Engagement +3 months</b></p>	<p>£1000</p>	<p>Parent Voice. Parental engagement and attendance.  <b>Review through student and parent voice after each event</b></p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school.</p>
<p><b>Parent Focus Evenings</b> 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. <b>EEF - Parental Engagement +3 months</b></p>	<p>(Staffing Costs)</p>	<p>Parent Voice. Parental engagement and attendance.  <b>Review through student and parent voice and attendance after each event.</b></p>	<p>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school.</p>
<p><b>Parent Partnership Project</b> The Parent Partnership Group continues this year to increase communication between families and the school. Parents have been invited to be part of this at Focus Evenings and through messages home to work together with key staff to discuss important issues and implement strategies to improve the school.  <b>EEF -Parental Engagement +3 months</b></p>	<p>£1000</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.  <b>Review through parent voice and attendance after each event.</b></p>	<p>Improved communication between home and school.  Increased outcomes due to the triangulation of support from student – home – school.</p>

<p><b>Alternative Progress Events for Hard to Reach PP families</b> Vulnerable and hard to reach families are invited in to alternative 'Parents Evening' events which will be informal and not intimidating for PP families who do not usually attend Parent Evenings. These events take the format of coffee mornings for the wider family etc. This will include targeted hard to reach EAL, SEND and PP families. <b>EEF - Parental Engagement +3 months</b></p>	<p><b>Staffing Costs – £1,500</b></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><b>Review termly through Parental Engagement log.</b></p>	<p>Improved communication between home and school for a key cohort of hard to reach families.</p> <p>Increased outcomes due to the triangulation of support from student – home – school.</p>
<p><b>Transition Parental Engagement (explained in the Transition target 11 below)</b> 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. <b>EEF - Parental Engagement +3 months</b></p>	<p><b>(staffing costs)</b></p>	<p>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. <b>Review and plan for in May 2020 prior to transition</b></p>	<p>Relationship with PP families is built from the summer term before their child starts at STMCA through the Transition process. Increased parental engagement at Y7 Parents Evening.</p>

## Respect: Personal Development, Behaviour & Welbeing

### 10. 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><b>Allocated Funding: £19, 393</b></p>		<p><b>Staff Lead</b></p>	<p><b>Mrs J Stubbs/ Mrs S Barker /Heads of Year</b></p>	
Actions	Cost	Monitoring & Evaluation *Date of Review		Impact
<p><b>Pastoral Attendance Support</b> 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.</p>	<p><b>Staffing costs</b> <b>£8,056</b></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>Disadvantaged students to improve attendance in school and aim to attend at 96%</p>



Attendance lead to share attendance data with SLT every Tuesday. <b>EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes.</b>		Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school. <b>Review attendance data every week at SLT meetings.</b>	
<b>Rewards</b> Provision of rewards scheme to promote achievement and attendance for disadvantaged students.	<b>£500</b>	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. <b>Review after each Data Point.</b>	
<b>EWO &amp; Attendance Officer</b> 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. <b>'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students.</b>	2019-2020 – Agreed to pay additional £780 towards EWO – Total <b>£2520</b>  <b>Staffing costs £7,322</b>	Attendance levels for all persistently absent disadvantaged pupils are checked and acted upon immediately.  <b>Review attendance data every week at SLT meetings.</b>	Disadvantaged students to improve attendance in school and aim to attend at 96%. Reduction in the proportion of disadvantaged students that are persistently absent in school.
<b>PP Attendance Strategy</b>  PP Attendance Strategies take place 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. <b>EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes.</b>	<b>£1000</b>	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. <b>Review attendance data every week at SLT meetings.</b>	Disadvantaged students to improve attendance in school and aim to attend at 96%

# Respect: Personal Development, Behaviour & Welbeing

**11. 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.

<b>Allocated Funding:</b> £43, 990		<b>Staff Lead</b> Mrs J Stubbs/ Mrs C Rowley / Mrs E Todd / Mrs A Bradbury / Mrs S Barker /Heads of Year	
<b>Actions</b>	<b>Cost</b>	<b>Monitoring &amp; Evaluation</b> <b>*Date of Review</b>	<b>Impact</b>
<p><b>Parental Engagement Strategy 2019/20</b> A comprehensive Parental Engagement Strategy for 2019/20 has been written and encompasses all of the work that will take place to increase parental engagement (please see Parental Engagement Strategy 2019/20). <b>EEF - Parental Engagement +3 months</b></p>	£500	<p>Strategy ratified at SLT. Strategy shared with key stakeholders and reviewed every term. A range of data systems are in place to collect parental engagement data.</p>	<p>Parents will be fully informed of how they can support their child to fulfil their potential and secure excellent outcomes, through strong engagement and relationships with school. Attendance at all parent events increases.</p>
<p><b>PP ‘Settling In’ Interviews</b> Identify PP students through the KS2 transition process and gain information on needs. <b>EEF - Parental Engagement +3 months, and mentoring can have a positive non-academic impact on disadvantaged students.</b></p>	(staffing costs)	<p>Identified 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. Mentoring proforma completed at both interviews and needs discussed and shared with the pastoral team and PP Lead to action. <b>Review and plan for in May 2020 prior to transition.</b></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>
<p><b>Transition Parental Engagement</b> 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. <b>EEF - Parental Engagement +3 months</b></p>	(staffing costs)	<p>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. <b>Review and plan for in May 2020 prior to transition</b></p>	<p>Relationship with PP families is built from the summer term before their child starts at STMCA through the Transition process. Increased parental engagement at Y7 Parents Evening.</p>

<p><b>Options Support – ‘My Choice’ Meetings</b> PP students are given additional ‘My Choice’ options meetings to support them through the Y9 Options process. <b>EEF -one to one tuition +5 months, mentoring can have a positive non-academic impact on disadvantaged students.</b></p> <p><b>Links to the Gatsby Benchmark 4, 8</b></p>	(staffing costs)	<p>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. <b>Review and plan for in June 2020 prior to Options Evening</b></p>	<p>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 GCSE courses. This will ultimately result in increased outcomes at KS4.</p>
<p><b>EAL / Mid-Year Admissions Support</b> 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.</p>	(staffing costs)	<p>Meetings / phone calls home to PP families are tracked and logged to build a picture of communication with home. <b>Review at each data point</b></p>	<p>Relationship with PP families is built from the start of the child’s journey at STMCA. Increased parental engagement.</p>
<p><b>Pastoral Development</b> Student Support Officers to support the personal and pastoral transition and development of disadvantaged students. <b>EEF - mentoring can have a positive non-academic impact on disadvantaged students.</b></p>	Staffing costs £43,490	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups. <b>Review at each data point</b></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><b>Enhanced Transition process for PP, SEND and LAC students</b> Students who are vulnerable will be invited for additional transition sessions to support their academic and pastoral transition. <b>EEF - mentoring can have a positive non-academic impact on disadvantaged students.</b></p>	(Staffing Costs)	<p>Targeted PP/ SEND/ LAC students are invited for enhanced transition days to support their pastoral and academic transition. <b>Review at each data point, and prior to transition starting in May 19</b></p>	<p>PP 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><b>MAC Science Network Enrichment Opportunities at STMCA</b>  MAC Primary schools are invited to bring students to STMCA to complete additional Science. This has a focus on Pupil Premium students from Year 5. STMCA Science staff will deliver Science lessons to Primary students at their home school, to ensure consistency across science, a smooth transition and to drive the quality of Science across the MAC.</p>	(Staffing Costs)	<p>PP students have enhanced transition to support their pastoral and academic transition to STMCA. PP students have high quality science provision with secondary resources to inspire a love of science. <b>Review at each data point, and prior to transition starting in May 19</b></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>