

Pupil Premium Strategy Statement 2020-2023 (Updated Summer 2023 with End of Year Evaluation)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Thomas More Catholic Academy
Number of pupils in school	1009 in KS3 & KS4 (1163 on roll including KS5)
Proportion (%) of pupil premium eligible pupils	359 (35.6%) 383 including KS5 (32.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023 Updated for 2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	August 2023
Statement authorised by	M Rayner (Headteacher) J Doig (Business Manager)
Pupil premium lead	S Barker (AHT & PP Lead)
Governor / Trustee lead	D Montali & K Harrison (PP Link Governors)

Background Information and Context

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 39.8%. 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 36% (national 28%). There is also a steady increase in the number of students who are claiming for FSM lower down the school, with 30.6% of the Y7 cohort claiming for FSM and 32.2% of the Y8 cohort claiming for FSM compared to 29% in Y11.

Statement from the OFSTED report 2022

The school was recently inspected in October 2022 by OFSTED, and continues to be judged as a 'Good' school. Ofsted recognised the successful provision that the school makes for disadvantaged students.

"Pupils relish involvement in the school's wider curriculum. They have opportunities to work with local employers and can attend masterclasses about forensic science and marine biology. The school helps pupils to learn life skills, for example while camping when working towards the Duke of Edinburgh Award. These, and other experiences, bolster their self-confidence and resilience. Pupils talk positively about their learning. Their teachers enjoy teaching them. If any pupils find tasks difficult, then they receive effective help. Pupils behave well and strive to meet their teachers' expectations. School leaders have designed an ambitious and well-planned curriculum.... Throughout the school, the structured approach to curriculum design helps pupils, including disadvantaged pupils and those with SEND, to learn key knowledge." - OFSTED Oct 2022

Statement from the OFSTED report 2017

"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."

Statement from the PP Review November 2019

"The academy is on journey of improving outcomes for all students at all levels with an emphasis on disadvantaged students through changes to procedures and raising the profile of Pupil Premium students to ensure that there is ownership and accountability at all levels... The Principal, the leadership team and staff were honest and outward-looking regarding the academic progress of disadvantaged students in comparison to other students within the academy and that the profile of Pupil Premium students has been raised significantly over the last 18 months in all aspects of monitoring and support to ensure positive outcomes. The PP lead is passionate about and committed to improving outcomes for PP students. From discussions with senior and middle leaders, PP champions and foundation governors, it is clear that she is relentless in her drive to raise the profile of PP students and improve their life chances. From all discussions, there is a strong drive and commitment to improve the outcomes for PP students and all staff show a clear passion and determination to get the very best outcomes for students."

DFE PP Visit February 2020

"The DfE colleagues were most impressed with the Pupil Premium champions who clearly demonstrated the shared responsibility and accountability for the progress of the disadvantaged pupils, that Sophie has encouraged since her appointment. The pupils themselves were great advocates of your school able to articulate quite clearly, what it was that St Thomas More had to offer and how they were benefiting from this."

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,000
Recovery premium funding allocation this academic year	£94,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£419,540
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium priorities link to STMCA School values of Faith, Excellence and Respect as well as the school and MAC priorities as listed in the SIP for 2022-2023.

Leadership & Management Faith	Quality of Education Excellence	Personal development / Behaviour and attitudes Respect
<ol style="list-style-type: none"> 1. Foster a cohesive Catholic community with strengthened leadership to improve outcomes for disadvantaged students. 2. Provide all students with a bespoke curriculum which meets their individual needs. 3. Tailor the curriculum for students to link learning to careers, engaging employers and employees to enable access to careers opportunities, higher education and employment. 	<ol style="list-style-type: none"> 4. Secure sustained improvement of outcomes for disadvantaged students. 5. Continue to improve the quality and consistency of curriculum, teaching and learning and streamline data and assessment systems. 6. Development of core skills including Literacy and Numeracy skills for disadvantaged students to further improve the number of disadvantaged students achieving a strong pass in Basics. 7. Improve the performance of Most Able disadvantaged students with the development of the Honours Programme. 8. Enriching disadvantaged students' academic learning by providing opportunities outside the classroom (developing cultural capital opportunities). 	<ol style="list-style-type: none"> 9. Enable disadvantaged students to become independent and self-regulated members of the school community with high levels of aspiration and the resilience to reach their goals. 10. Strengthen engagement with disadvantaged learners and others in the community, including where relevant, parents, carers, employers and local services. 11. Provide outstanding transition for disadvantaged students and families. 12. Further improve the attendance of disadvantaged students and reduce PP PA figures.

Challenges

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

Challenge number	Detail of challenge
1	Development of literacy and numeracy skills
2	Building on language development and oracy
3	Enhancing parental engagement
4	Raising expectations of self and giving students an understanding of how to achieve them
5	Building levels of independence and self regulation
6	Increasing attendance of disadvantaged students

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Outcomes linked to School Priorities			Total Cost = £454,386.54
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Cost</i>
1.	Performance of disadvantaged students will improve due to strengthened leadership and outcomes will increase at GCSE and at internal data points, through robust quality first teaching and monitoring within departments. Further embed a culture of student leadership KS3-5, by creating ensuring regular opportunities to lead through departments and across the whole school.	Positive Progress 8 score achieved for disadvantaged students who will perform in line with all non-disadvantaged students nationally.	£1,850
2.	Performance of disadvantaged students will improve due to a strong and personalised curriculum and outcomes will increase at GCSE and at internal data points.	Reward points outweigh behaviour points for disadvantaged students who are enjoying their bespoke curriculum. Positive Progress 8 score achieved for disadvantaged students who will perform in line with all non-disadvantaged students nationally.	£114,653
3.	Disadvantaged students receive excellent quality careers education and a broad range of careers opportunities. The curriculum links to the Gatsby benchmarks in all departments.	No disadvantaged students become NEET post 16, and the number of disadvantaged students accessing STMCA Sixth Form and other further education providers increases.	£17,950
4.	Performance of disadvantaged students will improve and outcomes will increase at GCSE and at internal data points, through robust quality first teaching and monitoring.	Disadvantaged students to perform in line with all non-disadvantaged students nationally.	£10,210
5.	Teaching and learning is improved in line with the new developmental system, with all staff engaging with data effectively to plan and teach consistently strong lessons.	100% of teaching across the Academy is secure as monitored through the new Lesson Review and MER process, and staff are highly engaged with their own development.	£5,175
6.	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.	£185,988
7.	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.	£6,450
8.	Attendance of disadvantaged students to extra-curricular opportunities is high profile and tracked and monitored effectively. Cultural capital opportunities are embedded within the curriculum in every department.	100% of disadvantaged students access at least one extracurricular opportunity.	£9,316.59
9.	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.	£76,607.95
10.	Full 2021/2022 Parent Engagement Strategy in place including robust systems for attendance and communication tracking.	Parental Engagement is high and parents and staff work together effectively to support the child's learning. Parental attendance to Parents Evenings remains high at 85% following changes made to the format.	£700
11.	All disadvantaged students are provided with outstanding transition and care so that they can achieve expected progress in Year 7 and Y12.	All disadvantaged students and families have engaged with key transition events and achieve expected progress.	£338
12.	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.	£31,598

Year 1 Areas of Focus 2020/2021	Year 2 Areas of Focus 2021/2022	Year 3 Areas of Focus 2022/2023
<p>Review the curriculum to ensure planning and delivery seamlessly addresses the needs of all students including the disadvantaged at every age/stage of their development.</p> <p>Provide all students with a bespoke curriculum which meets their individual needs.</p> <p>Tailor the curriculum for students to link learning to careers, engaging employers and employees to enable access to careers opportunities, higher education and employment.</p> <p>CPD for middle leaders on adapting and reviewing their curriculum to ensure that it meets the needs of all learners.</p>	<p>Improve the performance of Most Able disadvantaged students with the development of the most able strategy and the Honours Programme.</p> <p>Continue to review the curriculum through department audits to ensure planning and delivery seamlessly addresses the needs of all students including the disadvantaged at every age/stage of their development.</p> <p>Development of core skills including Literacy and Numeracy skills for disadvantaged students to further improve the number of disadvantaged students achieving a strong pass in Basics.</p> <p>Work effectively within the MAC Pupil Premium network group to work collaboratively share and evaluate practice and further develop practice at STMCA.</p> <p>CPD for all staff of effective teaching and learning strategies in the classroom to improve outcomes for most able students and to develop standards of oracy and vocabulary.</p>	<p>Improve consistency of implementation across the curriculum, so that our ambitious curriculum sequences are delivered effectively to allow all students to make progress.</p> <p>Continue the journey of improvement in progress and attainment for our disadvantaged students across the curriculum, including achieving strong passes in Basics and improved entry for the EBBAC suite of qualifications.</p> <p>Further improve the performance of Most Able disadvantaged students with the development of the most able strategy including the Honours Programme.</p> <p>Strengthen engagement with disadvantaged learners and others in the community, including where relevant, parents, carers, employers and local services, following the pandemic.</p> <p>Enable disadvantaged students to become independent and self-regulated members of the school community with high levels of aspiration and the resilience to reach their goals.</p> <p>Support all disadvantaged students to improve their attendance following the pandemic.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 134,453

Faith: Effectiveness of Leadership & Management

1. Foster a cohesive Catholic community with strengthened leadership to improve outcomes for disadvantaged students

Chosen Action / Approach:

Strengthen leadership through the development of an effective Pupil Premium Champion Team who deliver CPD to staff.
 MAC network meetings promote progress and transition.
 Director of School Improvement to work alongside Senior Leaders promote and quality assure effective use of pupil premium funds.
 Mentoring programmes to support disadvantaged students.
 Strengthen the Student Leadership Team across the Academy.

Allocated Funding: £1,850		Staff Lead Mrs S Barker / SLT	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Pupil Premium Champions Team network A PP link member of staff in each department has been identified and has taken part in four years 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. This drives planning for PP students within the department. PP Champions will share their knowledge and expertise from CPD in PP Champion meetings and through their own work in departments. EEF Research shows that strategies implemented such as use of TAs, within class attainment grouping, reading	(Staffing costs)	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.	PP Champions write impact statements for the strategies that they have implemented within departments after each Data Round. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 1-6

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.		Review after each Data Point and at next PP Champion Meeting. HOD and SLT Line Managers quality assure department interventions to ensure that they are specific and linked to department priorities.	
Pupil Premium Senior Team Meetings 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. EEF Research shows that Performance Pay has a positive impact of +1 months on learners. 'The EEF Guide to the Pupil Premium' report states that evidence informed leaders can help to improve outcomes for disadvantaged students.	(Staffing costs)	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. AHT to remain as part of the transition group from the OA Post PP Project to work across the city.	Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. EBACC Entries – Y11 PP Entries 15.9% in 2022/2023 compared to 10.5% in 2021/2022. Y10 Entries are currently at 7.6%. CHALLENGE NUMBERS ADDRESSED: 1-6
Pupil Premium Governor Meetings and CPD The AHT Pupil Premium Lead meets with the two PP Link Governors after each of the academic Data Points 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 and data 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.	Two school Governors have oversight of Pupil Premium and are well informed of school initiatives and are confident in challenging the impact of various aspects of the PP Plan. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.

The PP Governors' role becomes more interactive and they are involved with the range of initiatives on offer in school.		Review Action plan. Post review Pupil Premium action plan. Review after each Data Point	CHALLENGE NUMBERS ADDRESSED: 1-6
Pupil Premium Lead trained as an SLE in 'Closing the Gap' The AHT Pupil Premium Lead is a trained SLE for 'Closing the Gap', and will work to support other schools. AHT PP Lead completed the PP Reviewer Training in July 2019 and as part of the role as SLE can work on PP Reviews in other schools. AHT PP Lead shadowed a PPR with Marc Rowland on 28/5/21 and will continue to work on the transition team for the OA Post PP Project.	(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. Review after each Data Point	Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 1-6
LSP SEND 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. 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.	Staffing costs £1,850	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	SEN disadvantaged students are supported to make progress, with individuals needs addressed. The impact of the SEND and PP Passports is to give teachers clear information on how best to work with each individual child, raising their confidence, self-esteem, resilience and attendance. DP1 Y11 Y11 – Curriculum Assessments PP SEND progress -1.84 compared to non SEND PP -0.74. Estimates PP SEND progress -1.14 -0.33 compared to Non-SEND PP -0.05. End of year Summer 2023 leavers: SEND students -0.47 (non-SEND -0.02) 15/33 SEND Y11 leavers (2023) were also PP – they underperformed by nearly one grade on average (P8 -0.95). The trend was reversed in the SEND Y10 cohort, as PP SEND students were performing above non-PP SEND students (-1.23 vs -1.38). This is a group of students to monitor carefully moving forward and there is a plan in place in the 2023/24 SEND Strategy. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4

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). The PP Lead / AHT at STMCA chairs these meeting as of 2021/2022.	(Staffing costs)	Termly review meeting minutes to share good practice including annual transition meeting for disadvantaged students. Evidence in class visits / work scrutiny. Review after each Data Point and feedback to SLT after each PP MAC meeting	Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 1-6
Director of School Improvement Director of School Improvement to support and monitor re outcomes for PP and support the PP Strategy which is driven by senior leaders. Plan to be focussed in line with School Improvement Plan.	(Staffing costs)	Pupil premium SLT meetings. Review after each Data Point and feedback to SLT after each PP MAC meeting	Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 1-6
EBACC Plan Senior Leaders have a comprehensive plan in place to increase the uptake of Modern Foreign Languages at STMCA and therefore the entry and attainment in EBACC. This plan includes strengthening leadership of the department through the creation of a new Languages Faculty, promoting the value of the EBACC qualifications throughout the Options process and all careers advice given, reviewing curriculum and options structure, and promoting the joy of languages through a range of enrichment activities including a trip to France, le French cinema event, provision of French magazines and reading materials, French marketplace event etc.	(Staffing costs) Paris trip PP subsidy at 50% (£237.50 per child) x 8 children = £1900	SLT Meetings MER in Languages Faculty Student Voice Parent Voice Options Data Data Point Data	EBACC Entries – Y11 PP Entries 15.9% in 2022/2023 compared to 10.5% in 2021/2022. Y10 Entries are currently at 7.6%. DP1 EBACC Attainment – Y11 PP 10.49 and Y10 PP 9.06 Summer 2023 PP EBACC attainment 8.8 EBACC PP Average Point score 2.75 EBACC PP Progress -0.88 Summer 2023 whole cohort EBACC attainment 10.9 EBACC non-PP Average Point score 3.69 EBACC whole cohort Progress -0.52 Increasing EBACC entries, attainment and progress remains a priority for 2023/24 and an EBACC Development plan is in place. CHALLENGE NUMBERS ADDRESSED: 2, 4
Leaders promote a culture of Growth Mindset and an understanding of Metacognition 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.	(Staffing costs)	Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students, including through	Growth Mindset and Metacognitive strategies are embedded into Rising Stars, the Progress Programme, Honours, Scholars, Parent Partnership, Family Revision Sessions and AOWs. The Lesson Review Process and wider MER evidence shows that Growth Mindset and Metacognition strategies are not yet

<p>The 'Parent Partnership' project focuses on engaging parents in a culture of development.</p> <p>Family workshops empower parents / carers to learn how to support their child to study/ revise effectively.</p> <p>Staff have previously received CPD on metacognition from Russell Spink through the Stoke Research School and continue to embed this thinking into their daily teaching practice.</p> <p>EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>		<p>strategies such as Rising Stars and Honours.</p> <p>Regular contact with parents/ carers.</p> <p>Data analysis and the completion of individual action plans to promote attainment and progress.</p>	<p>embedded consistently throughout the Academy to complement the curriculum, and this will be a focus for future improvement and CPD.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4</p>
<p>Student Leadership</p> <p>There are a range of student leadership opportunities are on offer across the Academy and encourage PP students to apply. Ensure that the Student Leadership Team includes at least 35% of students from disadvantaged backgrounds.</p>	(Staffing costs)	<p>Staff support PP students in particular to apply and write leadership letters using school guidance and resources.</p> <p>Review half termly and log student engagement</p>	<p>Disadvantaged students have a clear voice in school. Ultimately, this will increase PP outcomes and aspirations for the future.</p> <p>During the academic year 2022/23, we interviewed and appointed a new group of Student leaders with 25% PP students and 12 % SEND.</p> <p>April 2023 – 10% SEND and 35% PP students are student leaders.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4 and 5</p>
<p>Teaching & Learning Development Group</p> <p>The TLDG focus on improving teaching and learning across the Academy. The TLDG consists of a group of highly engaged teachers who work closely with other staff to support learning and develop teaching. They have a focus on PP achievement. TLDG staff are signed up for various CPD opportunities and regularly disseminate this information and training to all staff. TLDG oversee the half termly Teaching and Learning Newsletter.</p> <p>'The EEF Guide to the Pupil Premium' report states that quality first teaching for all is the best way to improve outcomes for disadvantaged students: 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.</p>	(Staffing costs) CPD	<p>The TLDG will lead Teaching and Learning Working Party meetings to work collaboratively to develop strategies to support PP achievement.</p> <p>Review after each T&L Working Party meeting through minutes, and after each TLDG event</p>	<p>There was a robust programme of CPD in place for 2022/23 for all staff during Development Mondays which links to the termly MER focus.</p> <p>The developmental MER schedule shown lots of positive practice across school. The National College CPD opportunities are utilised by all staff regularly.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Appraisal</p> <p>All staff have an appraisal target regarding improving the implementation of the ambitious curriculum in their subject area, which evidence shows has the highest positive impact on disadvantaged learners and those with SEND.</p>	(staffing costs)	<p>Targets are set by Line Managers through the Appraisal Process in October with a whole school focus on PP</p>	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p>

EEF Research shows that Performance Pay can add +1 month onto learners.		achievement in the school SIP. Review at Mid Term Review and Final Appraisal, and refer to at each Line Management meeting throughout the year	CHALLENGE NUMBERS ADDRESSED: 1-6
Continued Professional Development Strengthen middle leadership through high quality CPD, including an internal programme of Development Mondays, Ambition School Leadership, Aspiring Middle Leaders, NPQML, NPQSL. 'The EEF Guide to the Pupil Premium' report states that quality first teaching for all is the best way to improve outcomes for disadvantaged students.	Staffing costs, CPD budget pays for access to National College resources	Development Mondays Schedules, reviewed weekly at SLT meetings. CPD provision to be reviewed termly.	There is a robust programme of CPD in place for all staff during Development Mondays which links to the termly focus on the developmental MER schedule. The number of teachers who are consistently secure in their practice is high through quality assurance as part of the new developmental MER schedule. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5

Faith: Effectiveness of Leadership & Management

2. Provide all students with a bespoke curriculum which meets their individual needs.

Chosen Action / Approach:

The full range of educational experiences to be made available to disadvantaged students. Disadvantaged students are provided with a broad range of study opportunities in an effective environment with dedicated staff.
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.
Provide a range of support for most vulnerable PP students to remove barriers to learning.

Allocated Funding: £114,653

Staff Lead

SLT, SENDCO and Middle Leaders

Actions	Cost	Monitoring & Evaluation	Impact
Recovery Pupil Premium Plan Includes National Tutoring Programme and School Led Tutoring The Government subsidised National Tutoring Programme will continue to allow tutoring to be accessed for disadvantaged and vulnerable students who have disproportionately fallen behind due to the effects of Covid-19. Key disadvantaged	£94,540 from the Recovery Pupil Premium (Split £47992 staffing and	Data analysis from the September 2020 baseline tests and the completion of individual action plans to promote attainment and progress.	Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.

<p>students are identified based on clear criteria to access tutoring which will build self-esteem and promote progress and attainment across all subjects for online tutoring outside of school hours. School led tutoring plan in place which supports KS3 SEND and disadvantaged students.</p> <p>PLEASE SEE FULL RECOVERY PP PLAN APPENDIX</p> <p>EEF Research shows that Small Group Tuition can add +4 months onto a learner.</p>	£46548 tuition partners)	Review impact after each Data Point	CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5
<p>Learning Journey</p> <p>The journey of learning opportunities has been mapped out for students at STMCA to show them the wealth of opportunities available, including extra-curricular, student leadership and transition from KS2, into KS5 and post 16.</p> <p>The Learning Journey is in place around school and is marketed through Transition events, MAC events, parents' evenings and on school media. For 2022/23, part of the Curriculum Action Plan includes to audit and implement these at department level to support student understanding.</p>	(Staffing costs)	<p>Data analysis</p> <p>Review impact after each Data Point</p>	<p>The Learning Journey is in place around school and is marketed through Transition events, MAC events, parents' evenings and on school media. In addition, new subject curriculum intent maps are now in place for every subject and available for students and parents on the school website. Outcomes for disadvantaged students have improved in summer 2023 when compared to 2019 data.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Academic Mentoring</p> <p>Students invited to take part in a personalised programme such as 'Rising Stars' and 'Honours', where key disadvantaged students are identified based on clear criteria 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.</p> <p>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>	(Staffing costs)	<p>Cohort identified and reviewed at each Data Point.</p> <p>Weekly mentoring meetings to take place with key PP students in all year groups depending on the programme of intervention that they are on.</p> <p>Regular contact with parents/ carers.</p> <p>Data analysis and the completion of individual action plans to promote attainment and progress.</p> <p>Review impact after each Data Point</p>	<p>Rising Stars/ Honours/ Progress Programme impact statements show a positive impact on disadvantaged students' progress and attainment.</p> <p><i>Please see individual strategy Impact Statements</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Provision Mapping</p> <p>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>The provision map shows where intervention has been targeted at key students and this links to impact.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>LAC PP Support 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. SENDCo meets with Inclusion Manager fortnightly for a SEND/PP/LAC meeting. Actions are put into place and documented and tracked about every child that is discussed. EEF Research shows that mentoring can have a positive impact on disadvantaged students in non-academic ways.</p>	(staffing costs)	<p>Provision map shows PP provision. Attendance data. Progress data at data points. Review after each Data Point.</p>	<p>The provision map shows where intervention has been targeted at key students and this links to impact. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>
<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. Strategies: The Rising Stars Programme Invitation to PP Family Revision workshops. Early Help support CIN The PP Attendance Strategy HODs to monitor within departments for stretch and challenge. Departments to target intervention and extracurricular at these students. Pastoral team to ensure attendance at Progress Evenings 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. PP SEND data tracked by AHT PP Lead, AHT SEND and SENDCo to triangulate support. Review SEND data at each Data Point</p>	<p>SEN disadvantaged students are supported to make progress, with individuals needs addressed. The impact of the SEND and PP Passports is to give teachers clear information on how best to work with each individual child, raising their confidence, self-esteem, resilience and attendance.</p> <p>DP1 Y11 Y11 – Curriculum Assessments PP SEND progress -1.84 compared to non SEND PP -0.74. Estimates PP SEND progress -1.14 -0.33 compared to Non-SEND PP -0.05.</p> <p>End of year Summer 2023 leavers: SEND students -0.47 (non-SEND -0.02) 15/33 SEND Y11 leavers (2023) were also PP – they underperformed by nearly one grade on average (P8 -0.95).</p> <p>The trend was reversed in the SEND Y10 cohort, as PP SEND students were performing above non-PP SEND students (-1.23 vs -1.38).</p> <p>This is a group of students to monitor carefully moving forward and there is a plan in place in the 2023/24 SEND Strategy. CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>‘Family Group’ LSPs to provide targeted nurture support and a bespoke curriculum for key PP and SEN students in conjunction with the SEND strategy. 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 £20,113 SENDCO TLR and TLR2b</p>	<p>A2L data FTE data reduces Attainment and progress data at Data Points Review SEND data at each Data Point</p>	<p>There were changes made to the Family strategy in 2022/23, with the previous Family cohort being integrated back into the full timetable ensuring full curriculum access, with teachers being supported to scaffold our ambitious curriculum so that all learners can access and achieve. LSP support was put in place where necessary.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Bespoke curriculum Vulnerable and disadvantaged learners will be provided with a bespoke curriculum as part of the AIM Provision which best suits their needs and future aspirations. This may include additional time studying Basics subjects to ensure they can access Level 3 qualifications.</p>	<p>(Staffing costs)</p>	<p>Review after each Data Point Attendance and progress data</p>	<p>All students attending AIM complete their GCSE education and achieve GCSE grades in Basics to allow them to access L3 qualifications. No students become NEET. No student attending AIM is permanently excluded and therefore their bespoke curriculum prevents this from being necessary. Key vulnerable and disadvantaged students are be provided with key intervention in core subjects to accelerate their progress. AIM 11 22/23 were a cohort of 5 students (4 PP). PP students all made progress between Mocks and Actual Summer Examination results attainment 8 increased by 0.5 and progress 8 by 0.04. One student (PP) had a positive progress 8 score of 0.06, all other members of the group both PP/Non-PP had negative progress 8 scores. Following a review of the data, changes have been made to the AIM offer for 2023/24. Decisions on bespoke curriculums will be made later in the year to allow for all students to have a broad/balanced curriculum offer with some students benefitting from College placements as an additional offer.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 5</p>
<p>Persistently Disadvantaged Tracking Persistently disadvantaged learners in all year groups are identified and shared with staff to inform Learner Profiles and to enable us to provide with a bespoke curriculum which best suits their needs and future aspirations. Persistently disadvantaged students’ progress is tracked and monitored across the academy, with all staff receiving CPD on this and</p>	<p>(Staffing costs)</p>	<p>Review after each Data Point Attainment, attendance and progress data</p>	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p>

are fully aware of students to focus on through their Learner Profile planning. Persistently disadvantaged students are positively discriminated in favour of when selecting for academic and pastoral programmes, trips and opportunities.			CHALLENGE NUMBERS ADDRESSED: 1-6
---	--	--	---

Faith: Effectiveness of Leadership & Management

3. Tailor the curriculum for students to link learning to careers, engaging employers and employees to enable access to careers opportunities, higher education and employment.

Chosen Action / Approach:

High quality Alternative Educational Provision supports those students who have disengaged from school and are at risk of permanent exclusion.
High quality careers advice and opportunities are targeted at disadvantaged students to support their transition into higher education and employment.

Allocated Funding: £17,950

Staff Lead Mrs S Barker / SLT

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Alternative Provision Placement of disadvantaged in suitable alternative provision either internally or externally. Transport costs for alternative provision and college placement. EEF Research shows that Behaviour Interventions can add +3 months onto learners with specific needs.	£17,800 (35.6% of £50,000)	Review after each Data Point Attendance and progress data	All students attending external AP complete their education and achieve their Basics, plus additional GCSE and/or vocational qualifications. All students attending external AP move on to appropriate post-16 pathways; no permanent exclusions for persistent disruptive behaviour are issued, and all students secure post-16 pathways and therefore are not NEET. CHALLENGE NUMBERS ADDRESSED: 1-6
Universify Key PP students take part in the 'Universify' programme with Oxford University to widen their aspirations and give them vital experience of life at University. As part of this programme, they take part in a Summer School and will follow this up with a second residential visit at Easter. Targeted PP students are supported to apply. 2 students are currently undertaking this programme in current Y11. Y10 applications will open in early 2023.	FREE Programme - £150 for transport	Track the impact of this through A2L scores for students and data at each Data Point. Review after each Data Point.	Accelerated progress is seen for the two students in Y11 on this programme due to the intensive mentoring and residential experience. Both students on the Universify Programme from 2021-2023 achieved significantly above expected progress.

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>Summer 2023 Exams at the end of the programme: Student A (FSM, PP) +0.32 Student B (FSM, PP) +1.62</p> <p>2 more students have been selected in Y10 for the 2022-2024 Programme. CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>CEIAG 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.</p> <p>For other benchmarks, we target PP and vulnerable students and have now developed a system on Unifrog to record each students' engagement. This will avoid one student accessing all extra opportunities and another accessing none. Rising Stars CEIAG sessions also support these students. 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>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. Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>	(staffing costs)	<p>Track the impact of this through A2L scores for students and data at each Data Point. Review after each Data Point.</p>	<p>Student outcomes have increased for disadvantaged students and NEET figures have decreased.</p> <p>Destinations for PP students are high quality Level 3 qualifications/ A Levels. CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Career Ready Award Scheme Provision of Career Ready award scheme for disadvantaged students in Y12 and Y13. Nationally, Career Ready aims to work in areas of disadvantage and with limited student progression into professional and managerial roles. 29% of young people they engage with nationally are FSM learners and they work in 20/38 areas designated as social mobility and employability 'cold spots', as defined by the Careers & Enterprise Company (see: careerready.org.uk).</p>	FREE	<p>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</p>	<p>Increasing the achievement of the most disadvantaged students, increasing employability and improving engagement across the school. The students have the opportunity to develop a range of skills including awareness of the workplace of the self-confidence, self-presentation, real-life skills and knowledge they need for work. This results in an increase in higher or further education or directly into</p>

<p>EEF Research shows that Small Group Tuition can add +4 months and mentoring can have some impact on PP learners.</p> <p>Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>		<p>assessment data following events.</p>	<p>employment via apprenticeships or school leaver programmes.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Maximising opportunities to work with external agencies</p> <p>We work closely with outside agencies to maximise on opportunities for collaboration in the best interests of our students including vulnerable and disadvantaged students, including Higher Horizons, PetXi, Opportunities Area, CEC etc. Many of these opportunities are targeted at students who are at risk of NEET.</p>	FREE	<p>Attendance, BFL, progress data and student voice.</p>	<p>Reduction in number of students who are at risk of NEET.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Medpath</p> <p>The Science department run the Medpath Programme: this is a widening participation initiative supporting those with the desire to enter into a medical career.</p>	FREE	<p>Attendance, BFL, progress data and student voice</p>	<p>Increased attainment and transition to high quality destinations.</p> <p>In Summer 2023, PP students in Science outperformed their non-PP peers in terms of progress, with a progress score of -0.61 (-0.82 non PP).</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>

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

Budgeted cost: £ 210,689.59

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

4. Secure sustained improvement of outcomes for disadvantaged students.

Chosen Action / Approach:

Provide access to learning equipment, strategies and resources to promote progress in subject areas
Secure high quality internal alternative provision to ensure that all students can access the curriculum and be successful
Further drive the progress made in EBACC qualifications
Provide opportunities for disadvantaged students to enable independent study and to access ICT facilities
Provide high quality academic mentoring programmes for disadvantaged students

Allocated Funding: £10, 210

Staff Lead

SLT

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Department curriculum allocation Department curriculum allocations to allow identified departments to provide support at an individual and personalised level. Department allocation is in response to a PP bid from each department. Specific focus session on most able disadvantaged students, and key Ebacc qualifications and qualifications listed on the SIP. 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).	£ 9,000 allocated Funds are bid for by department staff.	Termly evaluation completed by departments. Analysis of data and RAP plans as part of Assessment MER (including class visits, lesson observations etc). HODs write impact statements to assess the impact of their PP spend at key Data Points.	DP1 Y11 – Curriculum Assessments PP -1.02 compared to Npp -0.67. Estimates PP - 0.33 compared to Npp 0.03. At this point in Y11 for 2021/2022 PP were outperforming Npp. The gap for current Y11 estimates is -0.36. End of Year Summer 2023 data: Overall P8 -0.1 PP P8 -0.49 (this has significantly improved from 2019 data and is above national) Y10 – Curriculum Assessments PP -1.3 compared to Npp -1.14. Estimates PP - 0.17 compared to Npp -0.05. The gap for current Y10 estimates is -0.12

			<p>Y10 End of Year Curriculum Assessments: there is no gap between POP and non-PP students. PP P8 is -0.88 (non PP -0.87)</p> <p>Departments who had the highest amounts of PP Curriculum funding allocated were Languages, Maths, Science, RE, Art and Technology. In Art, Science, RE and Technology, PP students outperformed their non-PP peers in terms of progress. In Maths there is a small disadvantage gap of -0.12. In English Lang and Literature, there remains a gap between PP and non PP of approximately a quarter of a grade.</p> <p>Raising progress and attainment for PP students in order to achieve a positive P8 score remains a priority. <i>Please see curriculum bid DP1 RAG and impact data plus End of Year Impact Statements for further information.</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>Food & Nutrition Ingredient support</p> <p>The Technology Department will subsidise ingredients for Food curriculum lessons for disadvantaged students (and in some cases pay in full where there is a high need) to allow all students in Y7 to access high quality Food & Nutrition lessons. This is in line with our whole school Healthy Living Strategy. Long term, if this strategy is successful, we will roll this out to KS3 students.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that providing resources where needed for learning is crucial for improving outcomes for students.</p>	£200	Termly evaluation completed by department.	<p>PP students were provided with support removing barriers to learning in Technology to accelerate their progress.</p> <p>Summer 2023 data shows that PP students in Food were slightly outperforming non-PP in terms of progress at -0.76 (-0.82 non-PP).</p> <p>In Y7, Curriculum Assessments Technology at DP1 showed that PP -0.03 compared to Npp -0.01. Y7 End of year Curriculum Assessments show that PP students were outperforming non PP students again at -</p>

			0.13 (-0.2 non PP). Due to the success of this strategy, we are now increasing PP spend and rolling it out to all years for 2023/24. CHALLENGE NUMBERS ADDRESSED: 1-6
AIM Alternative Provision Identified students who are unable to access the mainstream curriculum and have safeguarding/ pastoral concerns will be taught in a small group as part of their bespoke curriculum offer. 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. EEF 'Covid-19 Support Guide For Schools' recommends that one to one/ small group tuition is crucial for improving outcomes for students.	(staffing costs)	PP Impact data at each data point PP outcomes Lessons observations and work scrutiny Department minutes Review impact after each Data Point	Key vulnerable and disadvantaged students are be provided with key intervention in core subjects to accelerate their progress. AIM 11 22/23 were a cohort of 5 students (4 PP). PP students all made progress between Mocks and Actual Summer Examination results attainment 8 increased by 0.5 and progress 8 by 0.04. One student (PP) had a positive progress 8 score of 0.06, all other members of the group both PP/Non-PP had negative progress 8 scores. Following a review of the data, changes have been made to the AIM offer for 2023/24. Decisions on bespoke curriculums will be made later in the year to allow for all students to have a broad/balanced curriculum offer with some students benefitting from College placements as an additional offer. CHALLENGE NUMBERS ADDRESSED: 1-6
EBACC Plan To increase attainment of disadvantaged students in the EBACC suite of qualifications, a full plan to increase the uptake of languages at KS4 is in place for 2022/23. Part of this strategy is to part fund 50% of a residential trip for Y10 and 11 students to visit Lille in France, to increase cultural capital, confidence and attainment in French. See Page 9 for more detail of the EBACC plan.	£180 cost of trip - £90 funded per PP child = £450 2/15 PP in Y10 cohort, 3/19 PP in Y11 cohort 5/34 KS4 French students are PP	A2L in lesson PP Impact data at each data point and PP outcomes Uptake of French at KS4 Review impact after each Data Point	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 available if taking a route into languages. PP outcomes in languages show sustained improvement from the progress made in 2022. EBACC Entries – Y11 PP Entries 15..9% in 2022/2023 compared to 10.5% in

			<p>2021/2022. Y10 Entries are currently at 7.6%. EBACC Attainment – Y11 PP 10.49 and Y10 PP 9.06.</p> <p>KS4 French uptake is 3 PP students in Y11 and 6 PP in Y10.</p> <p>Summer 2023 results: PP students are significantly outperforming non PP students in Y10 and Y11. French Progress +0.95 (non PP -1.24) Y10 DP2: French Progress +1.16 (non-PP -1.24)</p> <p>Summer 2023 PP EBACC attainment 8.8 EBACC PP Average Point score 2.75 EBACC PP Progress -0.88</p> <p>Summer 2023 whole cohort EBACC attainment 10.9 EBACC non-PP Average Point score 3.69 EBACC whole cohort Progress -0.52</p> <p>Increasing EBACC entries, attainment and progress remains a priority for 2023/24 and an EBACC Development plan is in place. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>Linguascope subscription To promote raised aspirations and attainment of students in EBACC and languages</p>	£360	<p>Uptake of languages at KS4. Student Voice. Reduction in lesson removes from languages. Review after each Data Point.</p>	<p>Summer 2023 PP EBACC attainment 8.8 EBACC PP Average Point score 2.75 EBACC PP Progress -0.88</p> <p>Summer 2023 whole cohort EBACC attainment 10.9 EBACC non-PP Average Point score 3.69 EBACC whole cohort Progress -0.52</p> <p>Increasing EBACC entries, attainment and progress remains a priority for</p>

			2023/24 and an EBACC Development plan is in place. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4
<p>PP Homework/ Study Club - ICT Access Study Sessions Provision of ICT facilities for disadvantaged students twice a week for all year groups to enable after school support. The new KS Progress Leaders lead these clubs for their year group. Rewards will be offered as an incentive to attend homework/ study club. The BeeHive is also open from 8am every morning (JEm) and also breaktime and lunchtime for all students including disadvantaged students to access.</p> <p>In addition, we are working closely with the Digital Poverty Alliance to signpost vulnerable and disadvantaged families to obtain free laptops and devices through the 'Tech4Families' scheme. This is being marketed regularly by school and a high number of our families have already signed up for us to verify their applications. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. Digital technology can add +4 months. EEF 'Covid-19 Support Guide For Schools' recommends that improving the use of technology and providing resources for home learning is crucial for improving outcomes for students.</p>	<p>Staffing costs</p> <p>Rewards Budget for attending homework club £200</p>	<p>Monitoring the use of ICT facilities through library access and homework club.</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 and facility for the completion of independent study.</p> <p>All families who do not have a device for their child to work/learn on have had the opportunity to apply for a free one through the 'Tech4Families' scheme.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Academic Mentoring Programme- Rising Stars 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 and family revision workshops to take place for all PP students before internal and external examinations. EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner. EEF 'Covid-19 Support Guide For Schools' recommends that one to one/ small group tuition is crucial for improving outcomes for students.</p>	<p>(staffing costs)</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. Review after each Data Point</p>	<p>Rising Stars students show accelerated progress compared the rest of the year group -on average at DP1, Rising Stars progress was +0.45, compared to the rest of the year group at +0.41. <i>Please see the full Rising Stars Impact Statement.</i> CHALLENGE NUMBERS ADDRESSED: 1-6</p>

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

5. Continue to improve the quality and consistency of curriculum, teaching and learning and streamline data and assessment systems.

Chosen Action / Approach:

Data tracking and input is developed and streamlined for 2020/21 and used rigorously across the whole school to clearly identify 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.

Reducing class size and staffing small group tuition to assist in progress being made in Maths and English.

Staff will be provided with CPD to ensure that they can provide robust data to drive intervention support and improve outcomes.

The curriculum is reviewed and reset to cover missed content due to the Covid 19 pandemic.

Schemes of learning and curriculum sequencing continues to be developed and strengthened from the work started in the academic year 2019/20.

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

Allocated Funding: £5,175

Staff Lead

SLT

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Data Tracking systems Data input and tracking systems are further developed to monitor and promote progress of all students including disadvantaged students. This academic year, we have implemented a new data system that has streamlined this further and provide us with more effective data, called SMID. Development of assessment systems to ensure that data input is transparent for all parties involved including students and parents, and to ensure it can be used effectively by teachers to close gaps.	Staffing costs £3,000 Data packages £1,725	Quality assurance of data and Raising Attainment Plans (RAPs) approved by Head of Department and Line Managers. HODs and SLT to QA data input and moderation processes to ensure accuracy of predictions, and to address efficacy of interventions and to stop/ modify as required. Review after each Data Point.	Disadvantaged students tracked twice per year using school tracking system SMID. Raising Attainment Plans (RAPs) to be completed to raise performance of disadvantaged students in line with non-disadvantaged students nationally. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 4
PP student Tracking PP students are tracked and monitored as a year group cohort at each Data Point in order to plan for bespoke and targeted QFT and intervention.	(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.	Impact statements for all PP initiatives are written after each Data point and at the end of each term in order to assess value for money and to adapt accordingly.

<p>Department RAP meetings have a focus on PP students in all key stages.</p> <p>SLT PP lead challenges departments where expected progress is not being made for PP students.</p>		<p>HODs review the following to increase PP attainment:</p> <p>QFT and planning focussing on PP achievement</p> <p>Fine setting of groups</p> <p>Intervention provision</p> <p>Targeted additional study sessions</p> <p>Review after each Data Point.</p>	<p>PP Data Analysis is then shared with SLT, HODs, HOYs, Governors, PP Champions and all teaching staff through meetings and regular CPD sessions.</p> <p>The PP Lead evaluates the strategy at the end of each term and makes appropriate changes. Department RAP plans have a focus on PP. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74).</p> <p>The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Year 7 baseline testing</p> <p>Year 7 baseline and GL Progress tests in English are implemented for all students including disadvantaged students to promote progress and aspiration. Ongoing transition work with the MEP has aligned Maths KS2 to KS3 transition.</p> <p>EEF Research shows that Feedback can add +8 months onto learners.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that subject specific assessments are crucial for improving outcomes for students.</p>	Funded by the EEP	<p>Year 7 Baseline tests completed early in Autumn term.</p> <p>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 in English completed to support KS2 assessments. Students are given achievable but aspirational targets.</p> <p>DP1 – All Y7 targets have been selected for students based on FFT20 and will be raised where appropriate after data points.</p> <p>PP students outperformed non-PP students at the end of Y7, achieving a PTT average of 0.0 (the average PTT for Y7 students at the end of Y7 DP2 was -0.07)</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>Curriculum Sequencing</p> <p>All departments have reviewed and re-sequenced their KS3, 4 and 5 curriculums to ensure that they are at least as ambitious as the national Curriculum, and provide our students with a broad and balanced curriculum. HODs have identified opportunities for cultural capital within their curriculum to ensure that all students including disadvantaged students have access to a range of cultural opportunities, and to support transition from KS2 and into KS5. There has been a focus on knowledge, skills, disciplinary rigour, improving literacy and reducing the vocabulary deficit. CPD this year is heavily focussed on</p>	(Staffing costs)	<p>Curriculum sequences reviewed and on the website</p> <p>Cultural Capital Audits</p> <p>MER through the 'improve not prove' new system</p>	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>

<p>curriculum, to refine curriculum sequencing within subjects and across subject areas and further embed assessment and cross curriculum links. <i>A full Curriculum 2022/23 Action Plan is available with detail.</i></p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that curriculum planning is crucial for improving outcomes for students.</p>			
<p>Teaching and Learning CPD</p> <p>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. The Development Mondays schedule now clearly links with whole school MER priorities.</p> <p>EEF Research shows that Feedback can add +8 months onto learners.</p> <p>Collaborative learning can add +5 months.</p> <p>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.</p> <p>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>'The EEF Guide to the Pupil Premium' report states that training for ITTs/ RATs will improve outcomes for disadvantaged students. It also states that CPD for support staff and Teaching assistant is crucial to support outcomes for PP students. One case study in the report (Dixons Kings Academy) uses weekly coaching sessions to develop staff.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that CPD is crucial for improving outcomes for students.</p>	(Staffing costs)	<p>Improvement to be seen in teaching and learning evidenced through MER.</p> <p>Student Voice completed for all subject areas through MER.</p> <p>Analysis of data and RAP plans as part of Assessment MER.</p> <p>TLDG to lead CPD to develop and support staff and to grow capacity in school.</p>	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Support for ECTs</p> <p>The AHT responsible for ECTs meets regularly with these staff alongside their mentor to enhance their CPD and to develop their skills and confidence in the classroom.</p>	(Staffing costs)	ECT monitoring and evaluation processes are carefully followed.	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has re-</p>

EEF 'Covid-19 Support Guide For Schools' recommends that additional CPD for NQTs/RQTs is crucial for improving outcomes for students.			<p>mained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>QFT Strategies</p> <p>Regular CPD through Development Mondays linking to PP strategies. E.g seating plans, ensuring that all teaching staff know their students, highlight vulnerable learners on plans and seat them effectively to accelerate progress, how to plan engaging lessons for all students including the disadvantaged and SEND. The form time Morning Mission Programme develops key skills for all students including disadvantaged students such as KS4'Money Matters' etc. Lesson planning accommodates the needs of all disadvantaged students and clearly identifies strategies to support progress.</p> <p>The introduction of internal alternative provision will help to support outcomes and aspirations for a highly vulnerable groups of students in all year groups.</p> <p>EEF Research shows that Feedback can add +8 months onto learners.</p> <p>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>	(Staffing costs)	<p>Teaching and Learning MER data shows improved teaching and learning. Student data shows improvement and progress. Lesson planning evidence.</p> <p>Review through MER</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 further.</p> <p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Teaching Folder Expectations</p> <p>Teaching black folder expectations are embedded with all staff. A checklist, streamlined Learner Profile and Golden Dozen is embedded and was revisited/ explained to staff in September INSET. The purpose of the Learner Profile is to ensure that all staff have the opportunity to identify vulnerable learners in their groups and plan detailed strategies to accelerate their progress. These are working documents that will be updated throughout the year.</p> <p>To ensure that EEF Research strategies are put into place and that detailed and specific plans for PP and other key cohorts are put into place and reviewed regularly.</p>	(Staffing costs)	<p>Black Folder Scrutiny by HODs and SLT through the new MER process. Teaching and Learning MER data shows improved teaching and learning. Student data shows improvement and progress. Lesson planning evidence.</p> <p>Review through MER</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.</p> <p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>

<p>Marking and Feedback Marking and feedback is clear and effective to support the progress of PP students. The new Marking and Feedback policy was launched to all staff following consultation in 2020, and HODs added their own appendix to this to explain how the policy works in their department, allowing some autonomy. Feedback is aspirational and motivational with a focus on praise, and clear next steps. CPD has taken place for staff to clarify expectations on Deep Marking and regular feedback, with a Teacher Toolkit being developed for staff. EEF Research shows that Feedback can add +8 months onto learners. Peer Tutoring can add +5 months and Collaborative learning can add +5 months (* some of these styles of teaching and learning have had to be adapted temporarily due to Covid 19 restrictions and social distancing).</p>	<p>(Staffing costs)</p>	<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 accelerated progress. Review through Lesson Observations, Book Scrutiny, Learning Walks</p>	<p>PP students are able to make progress using effective teacher feedback. PP Outcomes improve. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Homework Strategy Development of the homework process to focus on recalling key knowledge and skills based on the new curriculum sequences. Microsoft Teams is being utilised for remote and home learning. A new homework strategy is being developed for 2022/23. EEF Research shows that Homework can add +5 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that providing resources for home learning is crucial for improving outcomes for students.</p>	<p>£450 (1/3 contribution to Knowledge Organiser costs for Y7-9)</p>	<p>MER will show implementation of the new homework strategy with a particular focus on recalling prior knowledge. AHT, SLT and HODs monitor the quality of homework set through book scrutiny, sims data, learning walks and student voice. 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>The AAHT in charge of homework developed a new whole school strategy for 2023/24 for homework to support all students to develop independent study skills. MAPPER was introduced for Y7 only in Maths, English, RE and French at Easter 2023 as a trial and for 2023/24 will be used for KS3 homework in all subjects to increase levels of disciplinary literacy, which will particularly benefit disadvantaged students. The % of PP students engaging with the programme is broadly indicative of the PP % in the cohort, with the exception of maths, in which a greater % of PP students are making progress. This highlights the impact of the programme on the vocabulary acquisition of PP students- particularly in maths. The students making the most progress across all measures are PP male. Furthermore, a greater % of SEND and EAL students are making accelerated progress- evidencing the impact of the explicit teaching of vocabulary on our most vulnerable students.</p>

			<p><i>See full MAPPER impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>IT Resources given to disadvantaged students through the Tech4Families Scheme with the Digital Poverty Alliance</p> <p>We have marketed this scheme to families regularly to allow them to apply for a free computer for their child's education. School staff are asked to verify a parent application. This scheme supports all children to have access to a computer at home to use for remote learning or homework through our Teams portal.</p> <p>EEF Research shows that Homework can add +5 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that providing resources for home learning is crucial for improving outcomes for students.</p>	<p>Free to school – school verify parental applications</p>	<p>AHT, SLT and HODs monitor the quality of homework set through book scrutiny, sims data, learning walks and student voice.</p>	<p>Increased outcomes due to students being able to work independently at home. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>

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

6. Development of core skills including Literacy and Numeracy skills for disadvantaged students to further improve the number of disadvantaged students achieving a strong pass in Basics.

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 and 8 with a focus on disadvantaged students.

To further develop numeracy skills across the school including targeted support for Pupil premium students.

Allocated Funding: £185,988

Staff T Leese
Lead

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Bedrock Learning All disadvantaged students making progress with Literacy and closing the gap of vocabulary and word poverty in disadvantaged youngsters. The whole cohort in Y7 and 8 to be supported through the programme to form part of the Literacy strategy. EEF Research shows that Reading Comprehension Strategies can add +6 months onto a learner. ‘The EEF Guide to the Pupil Premium’ report states that in one school (Dixon Kings Academy), strategies to develop vocabulary improve outcomes for disadvantaged students. EEF ‘Covid-19 Support Guide For Schools’ recommends that catch up literacy and numeracy and providing tips for parents on reading with their child at home is crucial for improving outcomes for students.	£3,650 for Bedrock Reading	Completion of Reading /Literacy tests. Analysis of literacy tests for disadvantaged students. Review impact after each Data Point	All Y7 and 8 students have a Bedrock Learning account, which is a digital vocabulary curriculum that teaches essential Tier 2 words, root words and academic verbs. All new language is embedded in original stories and non-fiction texts so in addition to the explicit teaching of vocabulary, students are exposed to high quality non-fiction. Students in Y7 and 8 complete 2 20-minute lessons per week with additional homework. During 2022/23, we trialled Grammar lessons as well, with students completing one Grammar lesson on a Blue Week and one Vocabulary lesson on a Red Week. Mapper has been introduced across the curriculum with core subjects. The aim of this is to ensure a consistent approach to the teaching of key vocabulary in different subjects. This is currently in its early

			<p>implementation stages and will continue to be a 2023/24 priority.</p> <p>Year 11 Interventions: Year 11 AIM students and Year 11 struggling readers (as identified from GL tests) were also given a Bedrock account.</p> <p>In 2022/23, the average improvement percentage for active Bedrock learners was 23%, with 15% improvement for STMCA students from the pre to post topic test compared to 12% improvement nationally. PP students made the same progress in Y7 as their non-PP counterparts, but PP Y8 students made more progress than non-PP students.</p> <p><i>See full impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>Pupil Premium Book Club</p> <p>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.</p> <p>EEF Research shows that Reading Comprehension Strategies can add +6 months and that small group tuition can add +4 months onto a learner.</p>	Costs accrued for books through the Languages Curriculum bid	<p>Book club attendance to be monitored and triangulated with family support to lead to improvement in reading ages.</p> <p>Student confidence / enjoyment – student voice</p> <p>Parental voice and engagement</p> <p>Review impact after each Data Point</p>	<p>This club took place throughout 2022/23 to support the increase of reading ages for targeted disadvantaged students. Bedrock data shows that PP students have made the same or more progress than non PP students.</p> <p><i>See full Bedrock impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>MORE</p> <p>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.</p> <p>EEF Research shows that Reading Comprehension Strategies can add +6 months onto a learner.</p>	(Included in Library costs)	<p>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.</p>	<p>More Reading has taken a different format in 2022/23, so students have all read the same high-quality text. This has been provided for students (either through The Day website or texts from the English Department). PP students in particular have benefitted from this where they have little or no opportunity or resources to read at</p>

		Review impact after each Data Point	<p>Bedrock data shows that PP students have made the same or more progress than non PP students. <i>See full Bedrock impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</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. The new Marking & Feedback policy was brought into effect in Jan 2020 which includes the expectations for literacy marking codes as a non-negotiable – CPD has been given to staff a number of times in 2021/22 and early 2022/23. A range of Literacy enrichment opportunities are available including Y7 Library talks, Author visits and guest speakers (e.g Holocaust Survivor). EEF Research shows that Oral Language Interventions can add +5 months onto a learner. 'The EEF Guide to the Pupil Premium' report states that in 'The Aspire Educational Trust', oracy strategies improve outcomes for disadvantaged students. EEF 'Covid-19 Support Guide For Schools' recommends that catch up literacy and numeracy is crucial for improving outcomes for students.</p>	£550	<p>Student Voice. Data/ MER Cycle including RAP plans, class visits and book scrutiny. SALAD Day CPD for staff and department planning. Questioning CPD planned.</p> <p>Review impact after each Data Point</p>	<p>Enhancing literacy and reading skills for all students including disadvantaged to further promote progress across all curriculum areas was a high priority this year. The Reading Strategy Action Plan identifies the steps taken to improve reading across school.</p> <p>Year 8: first year group to follow the revised literacy strategy. Impact measured through GL NGRT Standardised Assessment score for PP 2021/2022: 94.3 2022/2023: 98.0</p> <p>Year 7 NGRT Standardised Assessment score: PP: 103.2 Non-PP: 95.9</p> <p>Year 7: Fresh Start 5/11 Students PP Of these 5 students, 3 exited the programme following DP1</p> <p>Y7 Catch Up Impact: 13 of the students made progress in their reading ages, as evidenced in the NGRT GL assessment (62%) completed in Autumn and Summer terms. Mean reading age at DP1 6.2 years, compared to 7.7 years at DP2. Evidence of accelerated progress made by most vulnerable learners: 3 years 9 months</p>

			<p>and 2 years 6 months being the most notable. English DP2 2022/23. 11 students made progress in their English assessments from DP1 to DP2: 14 students achieving 1 or above at DP2, compared to 5 at DP1. 6/ 10 PP students have made progress across all measures. 7/14 SEND students made progress from DP1 to DP2.</p> <p><i>See full Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</i></p> <p>PP outcomes in basics 4+ and 5+ will rise further in 2022/2023.</p> <p>Y11 Results 2023 (provisional): PP Grade 4+ English Lang 48% PP Grade 5+ English Lang 35% PP Grade 4+ English Lit 60% PP Grade 5+ English Lit 43% PP Grade 4+ Basics 38% PP Grade 5+ Basics 22%</p> <p>Historic Y11 2019: PP Grade 4+ English Lang 63% PP Grade 5+ English Lang 39% PP Grade 4+ English Lit 59% PP Grade 5+ English Lit 37% PP Grade 4+ Basics 54% PP Grade 5+ Basics 28%</p> <p>Basics remain an area to look at for disadvantaged students when comparing to 2019 outcomes and FFT targets. CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
--	--	--	--

<p>Numeracy Ninjas We deliver Numeracy Ninjas at KS3 to raise numeracy skills for disadvantaged students through the school.</p> <p>There are regular form time numeracy challenges for years 7 – 9 to encourage written numerical skills and recall facts. Pupils complete the task once a week in form time, with form teachers recording scores for review by the Numeracy lead. This data is then analysed to identify students who are performing under expectations and are demonstrating numerical weakness. These students are then given an intervention program in their maths lessons that is designed to improve these areas.</p> <p>To improve Numeracy Ninjas for 2022/23, different booklets have been created for different years, making it easy to track progress over 3 years. Form time intervention for Numeracy will begin again in 2022/23, with more capacity timetabled in form time.</p> <p>The Numeracy Coordinator is trialling extension work for students who are getting scores of 30 multiple times in a row, by offering worded problem-solving questions that are designed to help with the Junior Mathematics challenge that happens every year.</p> <p>Year 10 and year 11 now have their own bespoke numeracy form time.</p> <p>CPD to be delivered on the Numeracy Strategy to all staff on 26/9/22, including supporting staff with how to effectively deliver the Numeracy Non-negotiables to be implemented across school.</p> <p>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>The Numeracy Ninjas programme enhance number skills to further promote progress across all curriculum areas.</p> <p>82% of Y7 students achieved increased scores during the second half of the year when compared to the first half of the academic year. This has steadily improved throughout the year, when compared to the data capture in March 2022. On average, all form groups made progress from the beginning to end of Y7.</p> <p>78% of Y8 students achieved increased scores from Y7 (this has increased by 3% from 2021/22). 7% achieved the same score as last year, but 92% of these students had already achieved very high marks of 25+/30 in Y7 making improvement more challenging to achieve. On average, all form groups made progress from Y7 to Y8.</p> <p>58% of Y9 students achieved increased scores from Y7. 25% achieved the same score as last year, but 85% of these students had already achieved very high marks of 25+/30 in Y7 making improvement more challenging to achieve. On average, all but one form groups made progress from Y7 to Y9. <i>See full impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>English Speaking Board Qualification To raise literacy, oral and vocabulary skills for disadvantaged students in KS3, all Y7&8 students will undertake the English Speaking Board Qualification.</p>	(staffing costs)	<p>Student Voice. Data/ MER Cycle including RAP plans, class visits and book scrutiny, planning.</p>	<p>100% of Y7 and 8 children passed this qualification in 2021/22. In 2022/23, the cohort comprised of only Y7 students.</p>

<p>EEF Research shows that Oral Language Interventions can add +5 months onto a learner.</p>		<p>Review impact after each Data Point</p>	<p>Impact: 100% students passed. Strong performance maintained from 2021/22, with 66 students achieving a Merit or Merit+ (consistent with the 67 achieved last year). Improvement in the number of students achieving a Distinction, with 5 students accomplishing this level of excellence compared to 3 students last year.</p> <p>28% of PP students achieved a Merit/ Merit+, compared to 37% of non PP. Next steps will focus on providing additional support and resources for PP students, including targeted interventions and tailored guidance to enhance their speaking and listening skills. and stretching our students to reach higher levels of proficiency. <i>See full ESB impact statement for detailed analysis</i></p> <p>Y11 Results 2023 (provisional): PP Grade 4+ English Lang 48% PP Grade 5+ English Lang 35% PP Grade 4+ English Lit 60% PP Grade 5+ English Lit 43% PP Grade 4+ Basics 38% PP Grade 5+ Basics 22%</p> <p>Historic Y11 2019: PP Grade 4+ English Lang 63% PP Grade 5+ English Lang 39% PP Grade 4+ English Lit 59% PP Grade 5+ English Lit 37% PP Grade 4+ Basics 54% PP Grade 5+ Basics 28%</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
--	--	--	--

<p>School Numeracy Strategy Most able Y9 students in maths will mentor younger Y7 students to improve maths skills and consolidate knowledge. CPD to be delivered on the Numeracy Strategy to all staff on 26/9/22, including supporting staff with how to effectively deliver the Numeracy Non-negotiables to be implemented across school.</p> <p>EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.</p>	(staffing costs)	<p>Data tracked at each DP and impact measured for students on the programme.</p> <p>Review impact after each Data Point</p>	<p>Whilst Maths outcomes in 2023 have improved, there is still a gap between PP and non PP progress in Maths (-0.45 compared to -0.07). There is a smaller gap for Y10 Maths students at the end of Y10 of -0.11.</p> <p>Lower down the year groups, there is only a negligible gap between PP and non-PP (-0.05 in Y7, -0.05 in Y8 and -0.05 in Y9).</p> <p>Part of this strategy includes Numeracy Ninjas which has shown positive impact: 82% of Y7 students achieved increased scores during the second half of the year and 78% of Y8 students achieved increased scores from Y7. On average, all form groups made progress from Y7 to Y8. 58% of Y9 students achieved increased scores from Y7.</p> <p>See full Numeracy Ninjas and Maths PP Champion impact statement for detailed analysis</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<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.</p> <p>EEF Research shows that TAs can add +1 month onto a learner.</p>	<p>£66,068</p> <p>HLTA Maths: £34,069 HLTA English: £31,999</p>	<p>English and Maths Head of Departments to meet daily with HLTA. Learning Walks and book scrutiny to include HLTA intervention sessions and teaching group as routine. 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>English: Y11 Estimates PP English Progress 8 Bucket Contribution -0.32 compared to non PP 0.01 Summer 2023 results – PP English Progress -0.15 compared to non-PP +0.23.</p> <p>Y7 Interventions English: Students receive 1 hour per week of Catch Up intervention. Fresh Start is a phonics reading programme and is bespoke to students' needs. Keep Up intervention is part of Fresh Start- there are only 4 students involved. Impact noted on Pages 33-35.</p> <p>Maths: HLTA in mathematics was appointed and trained at Easter 2023. Whilst Maths outcomes in 2023 have improved, there is still a gap between PP and</p>

			<p>non PP progress in Maths (-0.45 compared to -0.07). There is a smaller gap for Y10 Maths students at the end of Y10 of -0.11. Lower down the year groups, there is only a negligible gap between PP and non-PP (-0.05 in Y7, -0.05 in Y8 and -0.05 in Y9). See full Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>
<p>Small Group Intervention - Maths</p> <p>Specialist Maths Teachers to teach small groups in Mathematics to develop the progress and resilience of disadvantaged pupils and ensure that they keep up. 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 £58,025</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>HLTA in mathematics has just been appointed and trained. Capacity gained in department after DP1.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>Small Group Intervention - English</p> <p>Specialist English Teachers to teach small groups in English to develop the progress of disadvantaged pupils. Catch Up intervention: Comprehension, inference and deduction. Fresh Start: phonological understanding, decoding, blending and retrieval, 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 £55,885</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>Y11 PP English Progress 8 Bucket Contribution -0.15 compared to ALL +0.11</p> <p>Y7 Catch Up Impact: 13 of the students made progress in their reading ages, as evidenced in the NGRT GL assessment (62%) completed in Autumn and Summer terms. Mean reading age at DP1 6.2 years, compared to 7.7 years at DP2. Evidence of accelerated progress made by most vulnerable learners: 3 years 9 months and 2 years 6 months being the most notable. English DP2 2022/23. 11 students made progress in their English assessments from DP1 to DP2: 14 students</p>

			<p>achieving 1 or above at DP2, compared to 5 at DP1. 6/ 10 PP students have made progress across all measures. 7/14 SEND students made progress from DP1 to DP2.</p> <p>Y7 Fresh Start Impact: All students (Year 7-13) completed the GL Reading Assessment in September. This has provided data for Year 7 and Year 8 Fresh Start cohorts. Students with a Reading Age of below 9 or KS2 score of less than 90 were identified as needing to complete the Fresh Start assessment (50 students initially identified, split into separate Catch Up and Fresh Start cohorts, some of whom received one to one support and some small group work).</p> <p>All students on the Fresh Start programme have made progress in their reading. Fresh Start students numeracy ninjas made 75% progress and PP Fresh Start students showed better progress than non-PP students across the cohort. PP Fresh Start students made an average of 202% progress compared to 24% of other students.</p> <p>On average, the Y7 cohort improved their reading age by 1 year and 6 months over the course of the 9-month period of interventions. In Y8 between July 22-July 23, all students have made progress in their reading by an average of 10 months.</p> <p>Y11 Intervention Programme with English Academic Mentor: 7/25 students in the cohort were PP (28%). 5/7 PP students performed below the target level (71%), while 2/7 (29%) reached the intended target or higher. For non-PP students, 12/18 (67%) performed below the</p>
--	--	--	--

			<p>target, and 6/18 (33%) achieved the intended target or higher.</p> <p>In English Literature, 5/7 PP students performed below the target level (71%), while 2/7 (29%) reached the intended target or higher. Among non-PP students, 12/18 (67%) performed below the target, and 6/18 (33%) achieved the intended target or higher.</p> <p>The data suggests that PP students faced challenges in reaching the intended academic standards in both English Language and English Literature, with slightly lower success rates compared to non-PP students. This underscores the need for additional support and resources for PP students in both subjects, which will be a priority for 2023/24.</p> <p><i>See full Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>
<p>Library Access</p> <p>The Library will be open regularly and key PP students are encouraged to attend.</p> <p>For the past 3 years, students entering the Academy have been enrolled for a Library Card at Longton Library and can now access books as well as ebooks online.</p> <p>This year, every child as a non-negotiable will have a suitable reading book for their Bedrock lessons in year 7&8. This will ensure that all PP students are reading suitable books from start to finish.</p> <p>This strategy will be monitored by using a reading diary which the child and teacher will fill in at the end of every Bedrock lesson. There will be a new reading club during break and/or lunch once a week so that</p>	<p>Costing included in School Literacy Strategy</p>	<p>Registers taken to track which PP students attend extracurricular - PP lead and departments monitor this and use this information to target students to attend extra-curricular sessions.</p> <p>Bedrock testing.</p> <p>Reading ages analysis.</p> <p>Number of students taking out Library books.</p> <p><i>Review impact after each Data Point</i></p>	<p>22.1% of the school population borrowed library books in 2022/23 (there is a small gender gap, with 20.4% males borrowing books compared to 23.5% of females).</p> <p>71.7% of students accessed their Library login in 2022/23.</p> <p>Every child in year 7 & 8 was issued with a suitable reading book to read during their Bedrock lessons and also to take home (with a focus on non-fiction). This means all our PP students read books regularly (monitored</p>

<p>students can come to the library and listen to a story being read.</p> <p>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>through Bedrock book journals). Pupils were also issued with library cards for them to access Longton library. School Honours reading lists supported this.</p> <p>In 2022/23, the Library was used frequently by a number of our PP students who feel vulnerable before school and during break/lunch, also allowing access to pcs/ internet. 32 PP students received a book from the vending machine for the improvement they made during Bedrock lessons.</p> <p>Literacy levels in PP students increase: Year 7 PP gap PTT (English): -0.07 Year 8 PP gap PTT (English): +0.17 (PP outperform non PP) Year 9 PP gap PTT (English): -0.24</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>
<p>Scientific Calculators</p> <p>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>£9.25 per calculators for Y7 82 PP students = £758.50</p>	<p>Monitor students home learning completion on team's assignments. Monitor use and the ability to access calculator topics in lessons.</p>	<p>DP2 Y7 PP Mathematics PTT -0.23 compared to non PP -0.18</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>Provision of subsidised Maths Revision Guides for Y10 and Y11 PP students</p> <p>Every PP student in Y10 and Y11 will have access to buy 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.</p> <p>EEF Research shows that Homework can add +5 months onto a learner.</p>	<p>63 PP students in Year 11 62 PP students in Y10 £3.15 each, reduced to £2 per PP student (£1.15 subsidy x 125 students = £143.75)</p>	<p>Review impact after each DP in Year 10 and 11 mathematics. Review use of revision resources during PP intervention sessions each half term.</p> <p>Review impact after each Data Point in Y10 and 11 Maths</p>	<p>DP2 Y10 PP mathematics progress -1.21 compared to non PP -1.1</p> <p>Y11 Summer 23 PP mathematics progress -0.45 compared to non-PP -0.07</p> <p>Y11 Results 2023 (provisional): PP Grade 4+ Maths 43% PP Grade 5+ Maths 25% PP Grade 4+ Basics 38% PP Grade 5+ Basics 22%</p>

			Historic Y11 2019: PP Grade 4+ Maths 59% PP Grade 5+ Maths 35% PP Grade 4+ Basics 54% PP Grade 5+ Basics 28% CHALLENGE NUMBERS ADDRESSED: 1
Provision of subsidised English Revision Guides for Y10 and Y11 PP students Every PP student in Y10 and Y11 will have access to buy subsidised revision guides 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.	63 PP students in Year 11 62 PP students in Y10 Requirements: Year 10: CGP Romeo and Juliet £3.15 CGP A Christmas Carol £3.15 CGP An Inspector Calls £3.15 CGP Power and Conflict Poetry £3.15 CGP Unseen Poetry £3.15 Year 11 CGP Romeo and Juliet £3.15 CGP A Christmas Carol £3.15 CGP An Inspector Calls £3.15 CGP Power and Conflict Poetry £3.15 CGP Unseen Poetry £3.15 CGP AQA GCSE English Language £6.00 Y10 Students need to purchase 5 revision guides at £3.15 each reduced to £2 per guide for PP (£1.15 subsidy per guide x 5= £5.75 subsidy per PP student) PP subsidiary £5.75 x 62 =£356.50 Y11 students need to purchase 6 guides – 5 at £3.15 subsidised to £2 each (£1.15 subsidy x 5 guides = £5.75) + 1 guide subsidised from £6 to £3	Review impact after each Data Point in Y10 and 11 English	DP2 Y10 PP English bucket contribution progress –1.23 compared to non PP –0.96 DP1 Y11 PP Summer 23 English bucket contribution progress –0.15 compared to non PP +0.23 Y11 Results 2023 (provisional): PP Grade 4+ English Lang 48% PP Grade 5+ English Lang 35% PP Grade 4+ English Lit 60% PP Grade 5+ English Lit 43% PP Grade 4+ Basics 38% PP Grade 5+ Basics 22% Historic Y11 2019: PP Grade 4+ English Lang 63% PP Grade 5+ English Lang 39% PP Grade 4+ English Lit 59% PP Grade 5+ English Lit 37% PP Grade 4+ Basics 54% PP Grade 5+ Basics 28% CHALLENGE NUMBERS ADDRESSED: 1-2

	Total PP subsidiary of £8.75 per student x 63 PP students =£551.25		
KS3 Pupil Premium Reset Sessions Staff in Mathematics to provide interventions to targeted groups of disadvantaged students in Mathematics in response to the needs of the cohort and gaps in learning post pandemic. Work books are provided by the Stoke Maths Excellence Project to be delivered on a weekly basis. 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.	Resource cost - funded by Stoke MEP Staffing capacity in Maths	Analysis of data from intervention sessions. Analysis and RAP plans as part of Assessment MER. Review impact after each Data Point	Workbooks provided earlier in year and sessions completed to demonstrate how to use them. Class teachers have chased up the use of them. Whilst Maths outcomes in 2023 have improved, there is still a gap between PP and non PP progress in Maths (-0.45 compared to -0.07). There is a smaller gap for Y10 Maths students at the end of Y10 of -0.11. Lower down the year groups, there is only a negligible gap between PP and non-PP (-0.05 in Y7, -0.05 in Y8 and -0.05 in Y9). CHALLENGE NUMBERS ADDRESSED: 1
Progress Leader Workshops – Progress Programme The Key Stage Progress Leaders will provide interventions to targeted groups of students including disadvantaged students on a range of identified needs that may include self-esteem, exam and revision techniques, motivation and resilience etc. 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.	Staffing costs	Review impact after each Data Point	Students selected for the programme show accelerated Progress when compared to the rest of the year group. <i>Please see full Impact Statements written after each wave.</i> This was paused after wave one due to minimal impact. CHALLENGE NUMBERS ADDRESSED: 4 + 5

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

7. Improve the performance of Most Able disadvantaged students

Chosen Action / Approach:
 Further develop and embed the Honours programme so that most able disadvantaged students have a clear identity in school and can access a bespoke and challenging curriculum.
 Embed the new Scholars Programme for KS3 most able disadvantaged students.
 Ensure that all Honours students engage with the programme and secure improving outcomes.
 Upskills staff with high quality CPD opportunities to develop excellence in teaching and learning for the most able.
 The development of detailed black teaching folders allows all staff to plan and differentiate effectively for their most able students.
 Further curriculum development allows for most able students to be challenged and stretched.
 New data and tracking systems are transparent allowing staff to plan effectively.

Allocated Funding: £6,450

Staff Lead

Mrs S Barker

Actions	Cost	Monitoring & Evaluation	Impact
<p>Most Able 'Honours' Programme Support is given to most able PP and non-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'.</p> <p>Most able students will access a broad range of activities, workshops to accelerate progress, enrichment opportunities and additional careers education in order to accelerate their progress. PP students are positively included using a slightly lower entry criteria, to ensure that they access the same opportunities assuming that if their background was not a barrier to progress, they may have achieved at the same level as non-PP students. Students are signposted to extra-</p>	<p>£4000</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</p>	<p>Honours Students who are highly engaged and Graduated achieve on average -0.3 Progress 8 score at the end of the year, compared to non-Honours students who achieved on average a grade below expected (-0.5). However, Honours students are still achieving below non-Honours students on average in 2022/23 and HATs progress and attainment remains a school priority.</p> <p>The Honours Programme shows positive impact on HAT students where students are engaged with the Programme. Highly engaged Honours students achieve on average -0.3 grades progress compared to HATs who</p>

<p>curricular opportunities of interest such as CREST, Medpath and InvestIN Education.</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>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>part of department MER.</p> <p>Number of students</p> <p>Graduating from their Honours Award.</p> <p>Attendance at meetings and events.</p> <p>Review impact after each Data Point</p>	<p>are not engaged with the programme who achieve -0.7. The only year group where this is not the case is Y7, where there is a small gap of -0.04 for highly engaged Honours students, but it is worth noting that nearly all Y7 Honours students Graduated from the Programme in 2022/23. Please see full Honours Impact Statement with data analysis</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>The Brilliant Club's 'Scholars Programme'</p> <p>'The Scholars Programme' helps students to develop the knowledge and skills they need to take advantage of opportunities, responsibilities and experiences in later life. It does this by providing a supra-curricular intervention, targeted at high prior attaining disadvantaged students, offering them the opportunity to work with a PhD researcher to produce an extended final assignment. Students taking part in The Scholars Programme receive information, advice and guidance at visits to the most competitive universities, meeting Gatsby Benchmark 7. This is part of our commitment to equip students with the knowledge and cultural capital they need for university study. The Scholars Programme is one element of our commitment to providing a rich and broad curriculum across the school.</p> <p>Following a successful first year in 2021/22, 14 Y8 and Y9 students are taking part in 'The Brilliant Club's 'Scholars Programme' which is highly inclusive for most able disadvantaged students.</p> <p>PP students are positively included throughout the application process to ensure that they access the same opportunities and removing barriers to learning.</p> <p>EEF Research shows that Small Group Tuition can add +4 months.</p> <p>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>	£2,450		<p>The Scholars Programme has been used at St Thomas More Catholic Academy to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking and written communication. On 'The Scholars Programme' this year, 2 students were eligible for Pupil Premium. Their average attendance was 100 %, which means they received 14 hours of tutoring from a PhD researcher.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>In House 'Scholars Programme' Year 2</p> <p>12 Y8 and Y9 students took part in 'The Brilliant Club's 'Scholars Programme' during the last academic year, for most able disadvantaged students.</p> <p>They will continue this work this year by taking part in an STMCA version of this programme by accessing a trip to a University followed by weekly tutorials with members of the Law department and Sixth Form Student Ambassadors. They will have the opportunity to complete a University style project following the tutorials, which will be assessed.</p>	Funded by staffing costs in school.		<p>The Scholars Programme did not cost anything to run beyond staffing costs.</p> <p>A group of Sixth Formers were supported to plan and deliver workshops to Y9 and Y10 Scholars students based on the unit: "Investigating Aspects of Criminal Law".</p>

<p>PP students were positively included throughout the application process to ensure that they access the same opportunities and removing barriers to learning. EEF Research shows that Small Group Tuition can add +4 months. 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>The final assessment consisted of a close analysis of a scenario concerning Offences Against the Person, which students responded to as an essay. Four KS3/KS4 students completed the programme successfully (2 were PP, 50%) and secured 2 x 1st Class Grades and 2 x 2:1 grades.</p> <p>The programme encouraged learners to become independent enquirers and critical thinkers. They took part in debates and had regular opportunities to develop research skills and referencing which are imperative for higher education. All students said that the programme has inspired them to opt for Law at KS5 and in HE, and then to go onto pursue a career in Law.</p> <p>7 sixth former students were involved, 1 whom was PP. This opportunity enabled the sixth form students to stand out from the crowd when applying for university as they could discuss their involvement with planning, teaching and assessing in UCAS statements and during interviews. CHALLENGE NUMBERS ADDRESSED: 1-6m</p>
<p>Continued Professional Development Strengthen teaching and learning through high quality CPD, including an internal programme of Development Mondays and outside CPD providers. The TLDG focus on improving Quality First Teaching across the Academy and will have a focus on vulnerable and disadvantaged learners. PP Champions meet each half term for CPD and to further develop PP strategies to accelerate progress in classrooms in their departments. ‘The EEF Guide to the Pupil Premium’ report states that quality first teaching for all is the best way to improve outcomes for disadvantaged students.</p>	Staffing costs & CPD budget	Development Mondays Schedule, reviewed weekly at SLT meetings. CPD provision to be reviewed termly.	<p>There is a robust programme of CPD in place for all staff during Development Mondays. The number of teachers who are consistently secure in their practice has risen in 2022/23 evidenced through MER quality assurance. Issues were rectified swiftly in line with Academy policy. CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Strengthen leadership networks Members of SLT and middle leadership will work together to develop most able tracking and provision, and to plan the upskilling of staff in order to deliver the highest quality teaching and learning for most able students.</p>	(staffing costs)	SLT meetings, SLT data analysis after each data point. Review impact after each Data Point	<p>Summer 2023 HAT students achieved on average -0.81 Progress 8. The progress and attainment of HAT students remains a priority on our SIP, with a full Most Able Strategy in place. CHALLENGE NUMBERS ADDRESSED: 1-6</p>

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

8. Enriching disadvantaged students' academic learning and cultural capital by providing opportunities outside the curriculum.

Chosen Action / Approach:

Disadvantaged students are able to access extra-curricular, enrichment and residential activities where funding is not a barrier to their learning and development. Cultural capital opportunities are embedded throughout the curriculum in school and through extra-curricular activities.

All subjects offer extra-curricular opportunities to promote a lifelong love of learning.

Attendance of disadvantaged students to extra-curricular opportunities is tracked and monitored effectively.

Inspirational links with outside agencies and providers are strengthened to offer students a broad range of exciting opportunities.

Disadvantaged most able students are offered additional enrichment opportunities to ensure that they build a competitive CV and can access high quality further and higher education placements in the future, through the Honours Programme.

Allocated Funding: £9,316.59

Staff Lead Mrs S Barker / T Leese / SLT

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Arts On Angels 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 perform in this through a sign-up system working with the Music and Performing Arts departments. It is a core recommendation of the National Plan for Music Education 2022 that all students have access to music performances and the opportunity to perform.	(staffing costs)	Arts On Angels schedule and spreadsheet of student engagement.	This focus on weekly Music and Performing Arts has helped to develop the cultural capital of all students, including the disadvantaged. 5 disadvantaged students took part in Art On Angels in 2022/2023, with a wide variety of performances including dance, drama and music. Celebration of talent has become part of the positive culture at STMCA. CHALLENGE NUMBERS ADDRESSED: 2, 4
Musical Peripatetic lesson support for PP students Support is given to ensure that all pupils have full access to broad educational experiences and participation in the Arts, 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. We are also working with an external partner to offer free peri drum lessons through the 'School of Rock'. Further marketing of peri lessons through Music and transition to increase uptake. Review of peri lesson provision and quality through student and parent voice.	£3652.59 per year (this will fund 18 PP children at 50% subsidy)	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.	All disadvantaged students can access music lessons if desired, resulting in raised self-esteem and confidence. Peri lessons have been quality assured during 2022/23 to ensure high quality, with relevant interventions relating to attendance, practice and rewards. Maximum of nine PP funded places were filled. 9 PP students have accessed subsidised peripatetic music lessons during 2022/23. CHALLENGE NUMBERS ADDRESSED: 2, 4, 5

EEF Research shows that Small Group Tuition can add +4 months. It is a core recommendation of the National Plan for Music Education 2022 that all students have access to peripatetic music lessons regardless of their background or circumstance.		Review impact after each Data Point on extra-curricular registers.	
Recorders provided so that PP students can access the Music Curriculum Support is given to ensure that all pupils have full access to broad educational experiences and participation in the Arts, by providing recorders for disadvantaged students in Y7 and 8 who are not able to purchase a recorder to encourage music uptake and remove barriers to learning.	£200	Uptake increased for disadvantaged students accessing music lessons and extra-curricular. Financial support as appropriate. Review impact after each Data Point on extra-curricular registers.	All disadvantaged students can access the new music curriculum, resulting in raised self-esteem and confidence and increased outcomes in Music. PP subsidy has funded Y7 recorders, enabling students in receipt of PP to have their own recorder so that they can practice at home. This has resulted in a clear Y7 on-target data for PP students. Y7 and Y9 PP students outperformed non-PP students in music in 2022/23. DP1 Y7 Music PTT 0.20 (PP 0.18) Y8 Music PTT -0.47 (PP -0.44) Y9 Music PTT -0.49 (PP -0.54) DP2 Y7 Music PTT +0.66 (PP +0.71) Y8 Music PTT -0.3 (PP -0.38) Y9 Music PTT -1.57 (PP -1.28) CHALLENGE NUMBERS ADDRESSED: 2, 4, 5
Enrichment and Extra-curricular 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. Over 100 extra-curricular clubs will be 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 will continue to develop links with outside agencies to offer high quality enrichment opportunities. The new Rewards system recognises student attendance to extra-curricular. EEF Research shows that Small Group Tuition can add +4 months, extending school time can add +2 months, Outdoor	£1,400	Uptake of disadvantaged student on the range of experiences offered in school. Attendance of PP student to extra-curricular activities vs non PP. Student voice on extracurricular provision and financial support as appropriate.	A full enrichment offer is in place. All disadvantaged students to access at least 3 extra-curricular activities or visits per year. Raised participation in educational visits/ experiences by disadvantaged students led to increased cultural capital therefore improvement in ability to access the curriculum. A key priority in 2022/23 was to develop a Music Excellence Group, creating a culture of music in school. PP funding was used to fund 3 music enrichment trips in this academic year and was taken up by 14 students for each of the trips to

Adventure Learning adds +4 months and sports participation adds +2 months onto a learner.		Review impact after each Data Point on extra-curricular registers.	Stanley Head residential trip, Liverpool and Llandudno. The Languages Faculty have secured membership to the National Theatre's online collection through Drama Online to provide all of our students access to a collection of over 50 plays including Shakespeare and contemporary performances. These have been shared with our Languages and Drama teams to expose students to a wealth of cultural capital opportunities. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Outward Bound Residential Experience Provision of Outward Bound residential experiences for disadvantaged students. 12 Year 9 student X 5day experience (Outward bound Trust, January 2023) 12 Year 8 student X 5day experience (Outward bound Trust, March 2023) EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.	Cost of each event: £4164 £173.50pp x 12 students = £2082 Students to contribute £50 pp, remaining cost to school PP budget £123.50 per student = £1482 X 2 events per year = £2964	Student and parent voice. Recruitment for the visit based on disadvantaged students. Progress and behaviour data to be reviewed for impact at each Data Point. Review through student and teacher voice and impact in B4L and assessment data following event	Disadvantaged students gained increased confidence and higher levels of aspiration from attending this trip, as well as developing skills to access education and future employment. Outcomes for disadvantaged students have increased in summer 2023 and historically, these students have attended Outward Bound trips in Y8 and Y9. End of Year data shows that Outward Bound students in Y9 outperformed non-Outward Bound students, despite being selected as they were disadvantaged and underperforming: Outward Bound Y9 students: -0.89 Non-Outward Bound Y9 students -1.10 Y8 Outward Bound students made positive progress from DP1 to DP2 following the trip: Outward Bound Y8 students: -0.34 Non-Outward Bound Y9 students -0.20 CHALLENGE NUMBERS ADDRESSED: 4, 5
Duke of Edinburgh Award To increase the cultural capital, confidence and self-regulation of our disadvantaged students, we have decided to reintroduce DofE for 2022/23. Please see the full DofE Development Plan for information. EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.	Funding is available from the DfE and DCFS to support DofE set up and costs this year and for the next 3 years.	Student and parent voice. Recruitment based on disadvantaged students. Progress and behaviour data to be reviewed for impact at each Data Point.	The Duke of Edinburgh (DofE) Award Scheme was launched in October 2022 for the first time in a number of years at STMCA. A grant from DofE was secured to provide resources for our disadvantaged students taking part in the DofE Award. The initial interest from the student population was strong with 71 number of students wishing to take

	Estimated cost to the school to subsidise places for PP students - £500	Review through student and teacher voice and impact in B4L and assessment data	part, and 42 students signed up from Y9, 10, 11 and Y13 (minimum age for participation is Y9). 13 students completed their Bronze DofE expedition including taking part in the training programme in the lead up to the expedition, and are all now in the final stages of completing the Award. This strategy will be further developed for 2023/24 to increase numbers participating and achieving the award, under the leadership of our new DofE Manager and a core team of staff who volunteer their time. CHALLENGE NUMBERS ADDRESSED: 4, 5
CREST Science Award Provision of Bronze and Silver CREST award scheme for disadvantaged students. This is also an opportunity available for Honours most able disadvantaged students. This year, the CREST Gold Award is being introduced. 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.	Course costs £600 £5 per head for Bronze CREST + resources £10 per head for Silver CREST + resources	Recruitment by application Attendance and performance at sessions Completion of certification and examination assessment. Review through student voice and impact in Science	£500 spent in 2022/23 22 students signed up to complete the CREST qualification in extra-curricular time in 2022/23, and 18 of these students passed (81%), 8 of whom were PP (44.4%). This qualification has increased the achievement of the most disadvantaged students, increasing employability and improving engagement in science. Students had the opportunity to develop a range of skills including scientific investigation and research, lab skills, innovation, self-confidence, presentation, literacy as well as numeracy and a greater awareness of the use of science in the world. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5
Additional enrichment opportunities for the most able students through the Most Able 'Honours' Programme <i>See priority 7 for more information P31-32.</i> Weekly Masterclasses to enrich students cultural capital are offered to Honours students on a wide range of topics, from 'Ancient Aliens', 'Dissecting a Shark', 'Validating Religious Experiences' to 'Contemporary British Designers'. These opportunities sit alongside competitions, workshops, reading lists and trips for Honours students. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner.	(Funding included in Priority 7, P31-32)	Termly evaluation completed on programme. Student and Parent Voice. Data at each Data Point. Number of students passing their Honours Award. Attendance at enrichment opportunities.	Honours students were offered a wide variety of high-quality enrichment opportunities in 2022/23. Honours Students who are highly engaged and Graduated achieve on average -0.3 Progress 8 score at the end of the year, compared to non-Honours students who achieved on average a grade below expected (-0.5). However, Honours students are still achieving below non-Honours students on average in 2022/23 and HATs progress and attainment remains a school priority.

<p>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>Review impact after each Data Point</p>	<p>The Honours Programme shows positive impact on HAT students where students are engaged with the Programme. Highly engaged Honours students achieve on average -0.3 grades progress compared to HATs who are not engaged with the programme who achieve -0.7. The only year group where this is not the case is Y7, where there is a small gap of -0.04 for highly engaged Honours students, but it is worth noting that nearly all Y7 Honours students Graduated from the Programme in 2022/23. <i>Please see full Honours Impact Statement with Data Analysis.</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
---	--	--	---

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

Budgeted cost: £ 109,243.95

Respect: Personal Development, Behaviour & Wellbeing			
9. Enable disadvantaged students to become independent and self-regulated members of the school community with high levels of aspiration and the resilience to reach their goals.			
<p>Chosen Action / Approach:</p> <p>To give pupils from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day.</p> <p>To ensure that disadvantaged students are well prepared with all relevant equipment, resources and uniform so that they can access learning.</p> <p>To provide bespoke mentoring programmes to support disadvantaged students academically and pastorally.</p> <p>To support disadvantaged students to develop revision skills so that they can perform highly in internal and external examinations.</p>			
Allocated Funding: £76,607.95		Staff Lead Mrs S Barker / Mr P Shufflebotham / Mrs T Leese / SLT	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Equipment Bank of learning equipment available for PP students to remove barriers to learning and ensure all disadvantaged students are ready to learn.	£500	Rewards and behaviour data in lessons shows that students are ready to learn.	Disadvantaged students have the correct equipment to allow access to the curriculum to promote progress, removing barriers to learning across the curriculum. All PP have access to equipment if needed. Outcomes for disadvantaged students have increased in 2022/23 and are well above national disadvantaged figures. CHALLENGE NUMBERS ADDRESSED: 4, 5
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. Key HODs and teachers provide academic study sessions for targeted PP students during school holidays. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner.	£2,000 for study sessions	Data points completed twice per year. Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored also. Parent voice and engagement. Review through student voice and impact in data following holiday events.	Disadvantaged students were provided with an effective base for support with revision and examination techniques throughout the Easter and May holidays, in order to support them to prepare for summer examinations. Resources and equipment were provided for students. Outcomes for disadvantaged students have increased in 2022/23 and are well above national disadvantaged figures.

			CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Bespoke Revision Workshops Study support sessions are made available in departments, and bespoke 'how to revise effectively' sessions are provided to teach disadvantaged students and their families how to prepare effectively for internal and external examinations. PP Revision Skills Workshops to take place for all PP students before Internal Examinations through the Honours and Rising Stars Programmes. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner.	£500	Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored. Parent voice and engagement as part of the Parental engagement strategy. Review through student voice and impact in data following holiday events.	Disadvantaged students were provided with an effective base for support with revision, and were taught how to revise effectively in bespoke revision and examination technique workshops. Some of these sessions included families too as part of the Parental Engagement Strategy. Resources and equipment were provided for students. Outcomes for disadvantaged students have increased in 2022/23 and are well above national disadvantaged figures. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
'Elevate' Study Skills Revision Workshops Study skills sessions are offered to disadvantaged students through the Honours Programme covering memory and mnemonics and metacognition strategies to support students with how to prepare effectively for internal and external examinations. EEF Research shows that Metacognition Strategies can add +7 months onto a learner.	£1984.95 but £500 being funded through Careers - £1484.95	Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored. Review through student voice and impact in data.	Disadvantaged students will be taught how to revise effectively in bespoke revision and examination technique workshops. Outcomes for disadvantaged students have increased in 2022/23 and are well above national disadvantaged figures. CHALLENGE NUMBERS ADDRESSED: 4, 5
'Positively You' and MADE Workshops Study skills sessions are offered to all students to support students with resilience, aspiration and metacognitive strategies. EEF Research shows that Metacognition Strategies can add +7 months onto a learner.	£4000 Partly subsidised by Careers	Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored. Review through student voice and impact in data.	Outcomes for disadvantaged students have increased in 2022/23 and are well above national disadvantaged figures. CHALLENGE NUMBERS ADDRESSED: 1, 4, 5
Breakfast Provision for all students in line with the National Breakfast Programme Scheme The provision of a healthy breakfast bagel between 8.30-9am for all students upon entry to the school Dining Hall helps to supports those who are disadvantaged to ensure a positive start to the day and promote access to learning. It has just been confirmed that this scheme has been extended until 2024. EEF Research shows Extending the School Day can add +2 months onto learners, and that mentoring can have a	£4,000	Data submitted to the National Breakfast Programme	The aim of the support is to give pupils from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.

positive impact on disadvantaged students in non-academic ways.			CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Provision of resources to disadvantaged students Provision of support and resources to meet individual needs of students. This may include ICT, learning resources/ uniform items and travel support. There is a flowchart in place to ensure transparency with the pastoral team and fairness for students. 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. EEF 'Covid-19 Support Guide For Schools' recommends that improving access to technology is crucial for improving outcomes for students.	£1,500	Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups. Review after each Data Point.	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. PP students are offered bespoke support for resources such as uniform, equipment, travel and other educational needs through the pastoral flowchart system. Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Academic Mentoring Programmes (Rising Stars, Honours etc) Academic mentoring is offered to disadvantaged students to support to promote progress and attainment across all subjects. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.	(staffing costs)	Regular meetings to take place with key PP students on various programmes such as Rising Stars or Honours. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress. Review after each Data Point	See full impact statements for Honours and Rising Stars. CHALLENGE NUMBERS ADDRESSED: 1-6
AIM Alternative Provision Identified vulnerable / disadvantaged students who struggle to access mainstream provision and safeguarding/ pastoral concerns will be taught in small groups as part of their bespoke curriculum offer. This will take a different form (proactive, full time or part time) depending on the year group. 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.	(staffing costs)	PP Impact data at each data point PP outcomes Lessons observations and work scrutiny Department minutes Review impact after each Data Point	Key vulnerable and disadvantaged students are be provided with key intervention in core subjects to accelerate their progress. AIM 11 22/23 were a cohort of 5 students (4 PP). PP students all made progress between Mocks and Actual Summer Examination results attainment 8 increased by 0.5 and progress 8 by 0.04. One student (PP) had a positive progress 8 score of 0.06, all other members of the

			<p>group both PP/Non-PP had negative progress 8 scores. Following a review of the data, changes have been made to the AIM offer for 2023/24. Decisions on bespoke curriculums will be made later in the year to allow for all students to have a broad/balanced curriculum offer with some students benefitting from College placements as an additional offer.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Acts of Worship Weekly Acts of Worship link to the Gospel in line with our school values of Faith, Excellence and Respect. Disadvantaged students have access to inspirational Acts of Worship which teach students how to be resilient and build confidence and aspiration.</p>	(staffing costs)	<p>PP Impact data at each data point PP outcomes PP attendance</p>	<p>PP Budget used to reward positive or improved attendance. Whole school attendance increased in 2022/23 but PP attendance reduced. Attendance data for PP students was +0.6% higher than the national figure for the same data capture, with the highest attendance of PP students in Y9 who were 2.4% higher than Y9 students across the country.</p> <p>PP attendance was a focus during the final term and we had a PP attendance rewards group, with positive impact. We have a priority attendance list (large proportion PP) with first contact made in the instance of absence.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Rewards and Behaviour Strategy The behaviour and rewards strategy is embedded to promote achievement and attendance for all students including disadvantaged students. This aims to build motivation, aspiration and resilience in young people by raising the profile of rewards whilst providing clear and transparent consequences for poor behaviour.</p>	School Rewards budget	<p>Behaviour points and reward points for PP vs non-PP students.</p>	<p>There were 199 children in Y7 in 202/23, and 79 were PP (39.7%). PP reward points in Y7 were slightly below the proportion of PP children in the year group at 36% of all reward points. PP behaviour points in Y7 were slightly above the proportion of PP children in the year group at 44% of all reward points.</p>

			<table><tr><td>Pupil Premium</td><td></td><td></td></tr><tr><td>Rewards Y7</td><td>Count of Points</td><td></td></tr><tr><td>Year 7</td><td>21442</td><td></td></tr><tr><td>F</td><td>13666</td><td>64%</td></tr><tr><td>T</td><td>7776</td><td>36%</td></tr><tr><td>Grand Total</td><td>21442</td><td></td></tr></table> <table><tr><td>Year 7 Behaviour</td><td>Count of Points</td><td></td></tr><tr><td>Year 7</td><td>4747</td><td></td></tr><tr><td>F</td><td>2682</td><td>56%</td></tr><tr><td>T</td><td>2065</td><td>44%</td></tr><tr><td>Grand Total</td><td>4747</td><td></td></tr></table> <p>There will remain a focus on supporting disadvantaged children to achieve more rewards and less behaviour points in line with the proportion of disadvantaged children in the year group for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>	Pupil Premium			Rewards Y7	Count of Points		Year 7	21442		F	13666	64%	T	7776	36%	Grand Total	21442		Year 7 Behaviour	Count of Points		Year 7	4747		F	2682	56%	T	2065	44%	Grand Total	4747	
Pupil Premium																																				
Rewards Y7	Count of Points																																			
Year 7	21442																																			
F	13666	64%																																		
T	7776	36%																																		
Grand Total	21442																																			
Year 7 Behaviour	Count of Points																																			
Year 7	4747																																			
F	2682	56%																																		
T	2065	44%																																		
Grand Total	4747																																			
<p>Pastoral Support</p> <p>Pastoral Support is provided through Student Support Officers in all year groups to promote the progress of disadvantaged pupils. HOYs, tutors and SSOs meet regularly at Year Team meetings and work together daily to remove barriers to progress for disadvantaged students. Key pastoral issues are discussed every Tuesday at SLT meetings.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that pupil wellbeing meetings are crucial for improving outcomes for students.</p>	<p>Staffing costs £62,623</p> <p>(35.6% of student support costs less progress leaders (funded from RP))</p>	<p>PP outcomes at each Data Point. 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>	<p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>Attendance data for PP students was +0.6% higher than the national figure for the same data capture, with the highest attendance of PP students in Y9 who were 2.4% higher than Y9 students across the country</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>																																	

Respect: Personal Development, Behaviour & Wellbeing

10. Strengthen engagement with disadvantaged learners and others in the community, including where relevant, parents, carers, employers and local services.

Chosen Action / Approach:

The school is invested in engaging all parents and families, particularly those from disadvantaged backgrounds to triangulate the child's support from home and school.

Allocated Funding: £700

Staff Lead

Mrs S Barker/ Miss Nuttall

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Parental Engagement Strategy 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. <i>Please see Parental Engagement Strategy document.</i> This is based upon the findings of the EEF Report – 'Working With parents to Support Children's Learning'. EEF Research shows that Parental Engagement can add +3 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that regular and supportive communications with parents is crucial for improving outcomes for students.</p>	<p>£500</p>	<p>Parent Voice. Parental engagement and attendance. Review through student and parent voice after each event</p>	<p>We hosted two parent's evenings per year group; year 7 and 11 had both parent's evenings face to face to improve engagement at key transition points. In addition to these evenings, there has been Y9 Options Evening, Healthy Living Workshops for each year group and the Honours Launch.</p> <p>Engagement with school events is highest in Y11 closely followed by Y7. In terms of PP family engagement, Y10 is the poorest engagement closely followed by Y8 then Y9. PP family engagement is significantly lower than non-PP families in all year groups, with the gap largest in Y9 and 10. This will remain a focus for 2023/24. Hard to reach families are tracked and targeted to support engagement; PP Hard to Reach families remain a higher proportion of families than non-PP (43% vs 57%) compared to the whole school proportion of PP families (36%).</p> <p>In the spring/summer parents' evenings we introduced the collection of data and information packs which contained careers information, student's academic data and attendance information. For years 10 and 11 these held key revision materials. In Y11, attendance increased by 18 families between parents evening 1 and 2. In Y10 this had increased by 19. These packs will be used again next year and parents' evenings have been planned closer in line with data points to encourage students and families to attend and talk through the data with their parents and teachers.</p>

			<p>Attendance at face-to-face parents' evenings was on average 63% with attendance at online parent's evenings at 47% (this is in line with pre-pandemic attendance). 100 families (34% PP) are signed up to the Parent Partnership Team.</p> <p>Healthy Living Workshops were held in January and were very positive events, with 17 hard to reach and vulnerable families attending (100% PP). The students were taught how to cook a healthy meal for the whole family for under £5, and the family attended to eat the meal together.</p> <p>Fareshare - 85 families who are vulnerable and in need are signed up to receive food parcels on a rota each week. We work in partnership with Tesco and the Fare share charity to provide this to families in need.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Family Revision Sessions</p> <p>'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. Equipment, tools and resources are provided for PP families at these events to ensure that they can access the learning both during the event and at home afterwards. EEF Research shows that Parental Engagement can add +3 months onto learners. EEF Report – 'Working With parents to Support Children's Learning'.</p>	<p>Costing included in Priority 9</p>	<p>Parent Voice. Parental engagement and attendance.</p> <p>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.</p> <p>Progress 8 for PP students is -0.49 which is significantly above 2019 data (-0.75). The gap between PP and non-PP progress has remained broadly the same as 2019 at 0.58. Significantly, the gap is smaller than national (0.74). The progress of both PP and non-PP students has improved in 2023.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>Parent Partnership Project</p> <p>The Parent Partnership Group continues this year to increase communication between families and the school. All parents have been invited to be part of this group to work together with key staff to discuss important issues and implement strategies to improve the school. Parents are better informed of key information and school strategies, in order to support their child to achieve better outcomes.</p> <p>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 parent voice and attendance after each event.</p>	<p>100 families (34% PP) are signed up to the Parent Partnership Team, and attend the Parent Partnership Meetings regularly; this has grown from just 32 families in 2019/20. Despite attempting face to face and online meetings this year attendance has been low. These meetings will be reviewed to encourage more participation from families, such as community events and fundraising for the school.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Alternative Progress Events for Hard to Reach PP families</p> <p>Vulnerable and hard to reach families are invited in to alternative 'Parents Evening' events which will be informal and accessible</p>	<p>£200</p>	<p>Parent Voice. Attendance.</p>	<p>Engagement with school events is highest in Y11 closely followed by Y7. In terms of PP family engagement, Y10 is the poorest engagement closely followed by Y8 then Y9. PP</p>

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 EEF Research shows that Parental Engagement can add +3 months onto learners. EEF Report – 'Working With parents to Support Children's Learning'.		Parental engagement and attendance increases as a key cohort of hard to reach families engage with their child's progress. Review termly through Parental Engagement log.	family engagement is significantly lower than non-PP families in all year groups, with the gap largest in Y9 and 10. This will remain a focus for 2023/24. Hard to reach families are tracked and targeted to support engagement; PP Hard to Reach families remain a higher proportion of families than non-PP (43% vs 57%) compared to the whole school proportion of PP families (36%). CHALLENGE NUMBERS ADDRESSED: 3
Transition Parental Engagement (<i>explained in the Transition target 11 below</i>) 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.	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. Parents are contacted regularly through the Transition process and are invited into Parents Evening for transition and a Transition Afternoon Tea event before their child joins STMCA. 137/200 families attended the first Parents Evening in Y7 and (69%) and 50/82 PP families attended (61%). CHALLENGE NUMBERS ADDRESSED: 3

Respect: Personal Development, Behaviour & Wellbeing

11. Provide outstanding transition for disadvantaged students and families.

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: £338		Staff Lead Mrs S Barker/ Mrs T Leese / Y7 Team	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Parental Engagement Strategy <i>See Priority 10</i>			CHALLENGE NUMBERS ADDRESSED: 3
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. Families who are vulnerable	(staffing costs)	Attendance to transition evening and Y7 Parents Evening is tracked and families who do not attend	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>and need additional support may also be invited in for a meeting with the pastoral team to support transition.</p> <p>EEF Research shows that Parental Engagement can add +3 months onto learners.</p>		<p>receive follow up phone calls to offer an alternative slot.</p> <p>Phone calls home to PP families are tracked and logged to build a picture of communication with home. Reward and Behaviour points.</p>	<p>Relationship with PP families is built from the summer term before their child starts at STMCA through the Transition process.</p> <p>Use of Admissions Plus enabled more proactive contact with parents.</p> <p>Additional SENCO appointments were facilitated in order to offer students additional opportunities to engage with our school staff and site ahead of September.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Y7 Transition Cultural Capital Trip to the West End</p> <p>The Y7 West End theatre trip will boost the language acquisition and cultural capital of students in years 7 and 8 by offering them a trip to our capital city, a formal meal in a restaurant and a visit to a high-quality West End visit (The Lion King). Student voice indicates that disadvantaged students have been most adversely affected the pandemic, and our primary partner schools did not run planned visits to London due to travel restrictions and social distancing.</p> <p>Cost of visit £129, subsidy for PP £26 (per student), making the visit £103.00, likely uptake of 25% 13 children PP would result in a total subsidy of 12.5% = £338</p>	<p>£129 cost of trip - £26 funded per PP child = £338 (approx. 13 PP students / 50)</p>	<p>A2L in lesson</p> <p>PP Impact data at each data point and PP outcomes</p> <p>Review impact after each Data Point</p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds wider cultural capital opportunities outside of the curriculum which will result in an improvement in ability to access the curriculum, and to enhance the transition process.</p> <p>PP students outperformed non-PP students at the end of Y7, achieving a PTT average of 0.0 (the average PTT for Y7 students at the end of Y7 DP2 was -0.07)</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>EAL / Mid-Year Admissions Support</p> <p>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. Parent Partnership meetings cover EAL, SEND and PP to give families more information about how this support works.</p>	<p>(staffing costs)</p>	<p>Meetings / phone calls home to PP families are tracked and logged to build a picture of communication with home.</p> <p>Review at each data point</p>	<p>Relationship with PP families is built from the start of the child's journey at STMCA.</p> <p>PP students outperformed non-PP students at the end of Y7, achieving a PTT average of 0.0 (the average PTT for Y7 students at the end of Y7 DP2 was -0.07)</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Pastoral Development</p> <p>Student Support Officers to support the personal and pastoral transition and development of disadvantaged students</p> <p>See Priority 9</p> <p>EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</p>	<p>(Staffing Costs)</p>	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.</p> <p>Review at each data point</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>Student Support Officers in all year groups were introduced in 2018 to support the pastoral wellbeing of each child and to communicate effectively with parents. The impact of this has been our lower than national FTE figures.</p> <p>The impact of this has been our lower than national FTE figures. Our current FTE figure March 23, is 124 suspensions and 1 PX.</p>

			<p>Comprising of 57 students of which 30 have repeat suspensions. PP = (31 PP) students. Key students are identified and range of pastoral support is offered on individual basis including external provision as needed to support each student aims to prevent further suspension. PP students outperformed non-PP students at the end of Y7 achieving a PTT average of 0.0 (the average PTT for Y7 students at the end of Y7 DP2 was -0.07)</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>			
<p>Enhanced Transition process for PP, SEND and LAC students Students who are vulnerable will be invited for additional transition sessions to support their academic and pastoral transition. Transition work starts in Y4 and 5. We provide an extra day of transition for 'vulnerable students' coming up in Year 7. EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</p>	<p>(Staffing Costs)</p>	<p>Targeted PP/ SEND/ LAC students are invited for enhanced transition days to support their pastoral and academic transition. Review at each data point, and prior to the transition process</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>SENDCo meets with Inclusion Manager every fortnight for a SEND/PP/LAC meeting. Actions are put into place and documented and tracked about every child that is discussed.</p> <p>Students with both SEND and PP have transitioned well into Y7 and subsequent year groups owing to the enhanced coaching system for these students. All SEND/PP students have an allocated coach (mentor) who has met with them to ensure that:</p> <p>Y7 - They can access online learning, know how to use their planner, know how to read their timetable, know how to get to classes, answer any questions. Y8 and 9 are currently having their profiles reviewed and making requests to improve these. Y10 - They know how to revise by being taught some revision techniques, being given materials and shown how to revise on a 1-2-1 basis. Y11 - They have confirmed their desired post-16 destination. Made aware of their target grades and current grades.</p> <p>After 4 weeks of coaching and review of SEND/PP progress, evaluation has identified a need to implement additional coaching intervention for PP/SEND students owing to their lower progress overall by the end of KS4 after half term:</p> <table><tr><td></td><td>P8</td><td>A8</td></tr></table>		P8	A8
	P8	A8				

			<table><tr><td>SEND PP</td><td>-1.05</td><td>22.8</td></tr><tr><td>SEND non-PP</td><td>-0.05</td><td>33.04</td></tr></table> <p>Additional coaching sessions will focus on both bespoke needs identified using data from SMID, attendance, behaviour, professional reports and presenting behaviours as well as using the EEF's evidence based-mentoring intervention focusing on metacognition strategies.</p> <p>PP students outperformed non-PP students at the end of Y7, achieving a PTT average of 0.0 (the average PTT for Y7 students at the end of Y7 DP2 was -0.07)</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>	SEND PP	-1.05	22.8	SEND non-PP	-0.05	33.04
SEND PP	-1.05	22.8							
SEND non-PP	-0.05	33.04							
<p>Transition Summer School Students are invited in for a summer school to enhance their transition. We are engage with the Hubb and plan various activities over summer, half terms and Christmas. EEF 'Covid-19 Support Guide For Schools' recommends that a transition summer school is crucial for improving outcomes for students.</p>	Funded by the Hubb Foundation	Review after Data Points using progress, behaviour and reward data	<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. We ran 5 holiday clubs in collaboration with the Hubb last academic year,</p> <p>Attendance: Summer 2022 40 students October 2022 20 students December 2022 29 students April 2023 16 students Summer 2023 29 students In line with HAF funding 100% of attendees are FSM. Student and parental voice are positive regarding the provision, there is a correlation between those who attended and above average attendance levels in school.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>						
<p>MAC Science Network Enrichment Opportunities at STMCA 'Fab in the Lab' sessions take place fortnightly and are open to all of our MAC schools with a focus on Y5 PP students. In the final half term, the MAC Primary schools are invited to bring students to STMCA to work in a laboratory. This has a focus on PP students from Year 5. STMCA staff also deliver Science lessons on Forensic Science to Year 4 at STMCA.</p>	(Staffing Costs)	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.	<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. The MAC Science network meet regularly to discuss the progress and transition of students from Primary to Secondary, with focus on the correlation of progress in Maths and Science for disadvantaged pupils.</p>						

<p>Half termly MAC Science meetings enable good practice to be shared and aim to develop a consistent approach to teaching Science across the MAC.</p> <p>A range of PP trips take place with a PP HAT focus e.g. 'Chemistry at Work' Event, 'Top of the Bench' competition and Medpath.</p>		<p>Review at each data point, and prior to transition starting</p>	<p>'Fab in the Lab' was delivered on a fortnightly basis through TEAMS. Additionally, sessions were delivered in the final half term at STMCA to support transition. The face to face sessions were reviewed at the MAC Science meeting and it was felt that the sessions in the lab at STMCA were pitched at the appropriate level to ensure engagement and excitement.</p> <p>Student voice was carried out (please see summary). The main priority arising from the student voice is to make greater links to careers involving science in Fab in the Lab sessions as there is a significant proportion of students who say they really like science (73%) and have found Fab in the Lab interesting (90%) but then 47% of students go on to say that they do not want a job that uses science. 67% of the Year 5 MAC students say they would like to go on to study Science at STMCA with 22% neutral and 11% disagreeing.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
--	--	--	--

Respect: Personal Development, Behaviour & Wellbeing

12. Further improve the attendance of disadvantaged students and reduce PP PA figures.

Chosen Action / Approach:

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 and rewards specifically to promote inclusion of disadvantaged students within the school.

Allocated Funding: £31,598

Staff Lead

Miss Nutall / Mrs S Barker

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Pastoral Attendance Support 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 HOYs, tutors and SSOs regularly at Year Team meetings and also with SLT every Tuesday. The EWO continues to focus additional capacity on PP students. The PP Attendance Strategy has shown impact and will continue. EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes. 'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students. EEF 'Covid-19 Support Guide For Schools' recommends that pupil wellbeing meetings are crucial for improving outcomes for students.	Staffing costs £14,637 (35.6% of salary costs incl. on-costs)	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. Review attendance data every week at SLT meetings.	Whole school attendance increased in 2022/23 but PP attendance reduced. Attendance data for PP students was +0.6% higher than the national figure for the same data capture, with the highest attendance of PP students in Y9 who were 2.4% higher than Y9 students across the country. PP attendance was a focus during the final term and we had a PP attendance rewards group, with positive impact. We have a priority attendance list (large proportion PP) with first contact made in the instance of absence. CHALLENGE NUMBERS ADDRESSED: 6
Rewards Provision of rewards scheme to promote achievement and attendance for disadvantaged students.	£1500	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.	PP attendance for 2022/23 was 89.2% (non PP attendance was 93.17%). We ran a reward strategy during HT4 selecting 70 students with <95% attendance who were SEND 20% (FFT

<p>This includes a 20% PP subsidy for Head of Year Reward Trips at Christmas and in the summer term, to reward students for their high engagement and effort.</p> <p>Where need is higher or students are persistently disadvantaged, we can increase the level of subsidy on a case-by-case basis.</p>		<p>Track and monitor which students receive rewards.</p> <p>Review after each Data Point.</p>	<p>aspire area of need below National Averages) or SEND/PP 80%. Students were given reward cards and they could exchange a completed attendance card for a chocolate treat on a Friday morning.</p> <p>PP/SEND attendance increased from 83.17 to 83.63 (+0.46%) and Non-PP/SEND increased from 83.24 to 84.74 (+0.5%). 37 out of 56 PP students improved their attendance over this period.</p> <p>PP attendance remains a priority and we will continue to offer rewards to improve this for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 6</p>
<p>EWO & Attendance Officer</p> <p>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>'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students.</p>	<p>Additional funding towards EWO – Total £3600</p> <p>Staffing costs £10,861 (35.6% of salary costs incl. on-costs)</p>	<p>Attendance levels for all persistently absent disadvantaged pupils are checked and acted upon immediately.</p> <p>Review attendance data every week at SLT meetings.</p>	<p>Whole school attendance increased in 2022/23 but PP attendance reduced.</p> <p>Attendance data for PP students was +0.6% higher than the national figure for the same data capture, with the highest attendance of PP students in Y9 who were 2.4% higher than Y9 students across the country.</p> <p>PP attendance was a focus during the final term and we had a PP attendance rewards group, with positive impact. We have a priority attendance list (large proportion PP) with first contact made in the instance of absence.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 6</p>
<p>PP Attendance Strategy</p> <p>PP Attendance Strategies take place to promote the attendance of disadvantaged pupils.</p> <p>Diminish differences between disadvantaged and non-disadvantaged pupils in order to promote inclusion for</p>	<p>£1000</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>PP attendance for 2022/23 was 89.2% (non PP attendance was 93.17%). PP attendance was a focus during the final term and we had a PP attendance rewards group, with</p>

<p>disadvantaged students. Students to be rewarded for improved attendance.</p> <p>Attendance lead to share attendance data with SLT every Tuesday.</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>'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students.</p>		<p>Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.</p> <p>Review attendance data every week at SLT meetings.</p>	<p>positive impact. We have a priority attendance list (large proportion PP) with first contact made in the instance of absence.</p> <p>We ran a reward strategy during HT4 selecting 70 students with <95% attendance who were SEND 20% (FFT aspire area of need below National Averages) or SEND/PP 80%. Students were given reward cards and they could exchange a completed attendance card for a chocolate treat on a Friday morning.</p> <p>PP/SEND attendance increased from 83.17 to 83.63 (+0.46%) and Non-PP/SEND increased from 83.24 to 84.74 (+0.5%). 37 out of 56 PP students improved their attendance over this period.</p> <p>PP attendance remains a priority and we will continue to offer rewards to improve this for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 6</p>
---	--	---	---

Total budgeted cost: =£454,386.54

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Robust Impact Statements are written for all key parts of the PP Strategy, which evaluate the impact of each part of the strategy. These were written after each Data Point in 2022/23, and an overview was written at the end of the academic year. Internal data from Data Points was used, as well as Summer Examinations results, attendance data and data from specific PP programmes such as Bedrock.

The full PP Strategy 2022/23 with Evaluation is available on our school website with RAG rating of each element of the strategy and the impact it has had through evaluation at the end of the year. In addition, more specific and detailed impact statements for many of the key strategies on the PP Strategy are available. Many elements of the PP Strategy for 2022/23 showed a high impact and will be replicated, built upon or further embedded in the updated strategy for this academic year. Some elements of the strategy did not have as strong an impact, and in which case will be adapted for 2023/24. Please see details of this in the RAG rated evaluation.

During 2019/20, we had a full PP Review. During 2020/21, we had two follow up visits from our Pupil Premium Reviewer. Full reports are available, and were very positive. We also had a DFE Visit focussing on PP in February 2020, from which we received a very positive report.

The school was recently inspected in October 2022 by OFSTED, and continues to be judged as a 'Good' school. Ofsted recognised the successful provision that the school makes for disadvantaged students.

"Pupils relish involvement in the school's wider curriculum. They have opportunities to work with local employers and can attend masterclasses about forensic science and marine biology. The school helps pupils to learn life skills, for example while camping when working towards the Duke of Edinburgh Award. These, and other experiences, bolster their self-confidence and resilience. Pupils talk positively about their learning. Their teachers enjoy teaching them. If any pupils find tasks difficult, then they receive effective help. Pupils behave well and strive to meet their teachers' expectations. School leaders have designed an ambitious and well-planned curriculum.... Throughout the school, the structured approach to curriculum design helps pupils, including disadvantaged pupils and those with SEND, to learn key knowledge." - OFSTED Oct 2022

DFE PP Visit February 2020

"The DfE colleagues were most impressed with the Pupil Premium champions who clearly demonstrated the shared responsibility and accountability for the progress of the disadvantaged pupils, that Sophie has encouraged since her appointment. The pupils themselves were great advocates of your school able to articulate quite clearly, what it was that St Thomas More had to offer and how they were benefiting from this."

In May 2021, we had a visit from Marc Rowland and colleagues from the Post Pupil Premium Review Project which again was extremely positive (report available). Following this visit, we were asked to share our best practices with colleagues across the city at Marc Rowland's PP Conference on 21/6/21.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Scholar's Programme	The Brilliant Club
Universify	Universify
Programme - 1-1 academic tutoring programme	MyTutor
Post 16 programme and internship	Careers Ready
Holiday Club	Port Vale Hub
National Tutoring Programme Workshops in Maths and English	PetXi
Revision Skills – various workshops	Elevate Education
Duke of Edinburgh Bronze Award	Duke of Edinburgh

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We had 1 child who is eligible for the Service Pupil Premium in 2022/23, and this number remains at 1 student for 2023/24.

At DP0 at the start of Y10, the students was below expected progress at -0.16. At the end of the academic year, the students was forecast to achieve a significantly positive progress 8 score of +0.82, which had increased by 1/3 of a grade on average from Data Point 1 at the mid point of the year.

The Service Premium funding was used for small group maths intervention to increase Maths progress, as well as for pastoral support, attendance support and rewards for positive progress.

The impact of that spending on service pupil premium eligible pupils

The impact of this intervention in 2022/23 was an improvement in the student's Maths from -0.71 Progress score in Maths at the start of the academic year to -0.04 at DP2. Overall, the student achieved an improved P8 score in 2022/23 based on End of Year Estimates, resulting in the student achieving a significantly positive P8 score based on Estimates.

Further information (optional)

There are a number of strategies in the PP Strategy that benefit all students as well as the disadvantaged, many in the Teaching and Learning section. This is because quality first teaching benefits all students, although disproportionately the disadvantaged.

We have planned a huge amount of CPD and resources into improving the sequencing and intent of the curriculum and implementing this effectively in the classroom as our primary focus, moving from a judgemental to a developmental system to drive continual improvement of teaching and learning. We have also invested a huge amount of time, CPD and resources into the further development of a high quality and ambitious curriculum for all students in 2022/23, and this work continues into 2023/24. A full Curriculum Strategy with impact so far is available upon request.