

Pupil Premium Strategy Statement 2023-2026 with End of Year Evaluation Summer 2024

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	1028 in KS3 & KS4 (1187 on roll including KS5)
Proportion (%) of pupil premium eligible pupils	Based on 372 students April 23-March 24 (36.2%) 387 including KS5 (32.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	August 2024
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	£349,830
Recovery premium funding allocation this academic year	£276 per PP student (based on 338 students Oct 22 census) = £93,288
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£443,118
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	In addition, we are receiving £23,827 NTP Funding for 2023/24 which is match funded 50% = TOTAL £466,945

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 2023-2026.

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, vocabulary acquisition and oracy
3	Enhancing parental engagement
4	Raising aspirations, motivation and resilience of self
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 = £471,008.70
	<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.	£2,410
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.	£115,609
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.	£8,834.41
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.	£4,175
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.	£186,233.70
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, 562
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.	£12,025.59
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.	£96,790
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.	£144
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.	£26,137

Year 1 Areas of Focus 2023/2024	Year 2 Areas of Focus 2024/2025	Year 3 Areas of Focus 2025/2026
<p>Continue to review the curriculum intent and sequencing Y7-13 through departments to ensure planning and implementation seamlessly addresses the needs of all students including the disadvantaged at every age/stage of their development.</p> <p>Ensure implementation of the ambitious intent is consistent and adapted to meet the needs of all students including the disadvantaged at every age/stage of their development.</p> <p>Provide CPD to staff to improve:</p> <ul style="list-style-type: none"> ○ Start & End of lessons ○ Retrieval Practice ○ Disciplinary Literacy ○ Ambition for all ○ Feedback <p>Monitor implementation regularly through a robust MER process and provide support for staff where needed.</p> <p>Development of the culture of disciplinary literacy and numeracy skills for disadvantaged students to further improve the number of disadvantaged students achieving a strong pass in Basics.</p> <p>Improve the performance of Most Able disadvantaged students with the development of the most able strategy and the Honours Programme.</p> <p>Offer a variety of enrichment activities to increase cultural capital.</p> <p>Develop and embed a CPD Strategy to develop leadership at all levels.</p> <p>Support all disadvantaged students to improve their attendance.</p>	<p>Provide all students with an ambitious curriculum which meets their individual needs.</p> <p>Improve the performance of Most Able disadvantaged students with the secure implementation of the most able strategy and the Honours Programme.</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>Develop and embed a CPD Strategy which is bespoke for all staff to support high quality implementation of the ambitious curriculum, allowing varied opportunities for collaborative peer to peer work.</p> <p>Further improve outcomes for disadvantaged students.</p> <p>Embed strategies to further develop standards of oracy and vocabulary acquisition.</p> <p>Provide opportunities for students to link learning to careers, engaging employers and employees to enable access to careers opportunities, higher education and employment.</p> <p>Further develop resilience and self-regulation for all students including the disadvantaged.</p> <p>Support all disadvantaged students to further improve their attendance.</p>	<p>Inspire all staff to continue their journey of professional development as a classroom practitioner, implementing the ambitious curriculum through high quality lessons every day, 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 an effective 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>Further improve the cultural capital of disadvantaged students through high quality lessons and enrichment opportunities.</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: £ 135,969

Faith: Effectiveness of Leadership & Management			
1. Foster a cohesive Catholic community with strengthened leadership to improve outcomes for disadvantaged students			
<p>Chosen Action / Approach:</p> <p>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.</p>			
Allocated Funding: £2,410		Staff Lead Mrs S Barker / SLT	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Pupil Premium Champions Team network A PP link member of staff in each department has been identified and has taken part in five 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</p>	(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.	<p>PP Champions meet regularly and work within departments towards identified goals for PP students. write impact statements for the strategies that they have implemented within departments after each Data Round.</p> <p>P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional).</p>

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.	PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1-6
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. AHT has been part of the transition group from the OA Post PP Project, working with colleagues across the city. 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.	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). 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. The PP Governors' role becomes more interactive and they are involved with the range of initiatives on offer in school.	(Staffing costs)	Minutes taken and reviewed at each meeting. Data after each Data point to be presented to Governors to identify areas for improvement, Impact Statements from PP initiatives to be presented and analysed. Review Action plan. Post review Pupil Premium action plan. Review after each Data Point	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. P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1-6

<p>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.</p>	(Staffing costs)	<p>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</p>	<p>P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>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). SENDCo has written a comprehensive SEND Strategy for 2023/24 to work more closely with PP Lead to support PP SEND students effectively. 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 £1,850	<p>Half termly meetings with SEN links and the SENDCo to review students’ individual needs. Regular contact with parents/ students. MER data review and actions. Review after each Data Point</p>	<p>SEN disadvantaged students to be supported to make progress, with individuals needs addressed.</p> <p>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. PP SEND student progress has improved this year compared to 2023. PP SEND students (21 students) have an estimated progress of -0.79 (-1.05 2023). This remains an area for improvement. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>MAC Disadvantaged Network meetings Meetings to take place termly to share good practice across the MAC and promote transition for disadvantaged students. Cross school projects to engage families and to equip them with the knowledge of how to accelerate their child’s progress (e.g STEM project). The PP Lead / AHT at STMCA chairs these meetings.</p>	(Staffing costs)	<p>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</p>	<p>Best practice is shared regularly across the MAC and transition is strengthened. CHALLENGE NUMBERS ADDRESSED: 1-6</p>

		after each PP MAC meeting	
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	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). 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)	SLT Meetings MER in Languages Faculty Student Voice Parent Voice Options Data Data Point Data	EBACC entry and attainment to increase for disadvantaged students. The EBACC Progress measure is negative, but EBACC Progress has significantly improved for PP at -0.24 (-0.75 in 2023). This is the impact of the hard work completed in MFL and Humanities. 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. Teaching and learning CPD will reintroduce practical strategies for questioning to support metacognition in 2023/24. Students taking part in personalised programmes such as 'Rising Stars' will receive Growth Mindset and metacognition training. The 'Parent Partnership' project focuses on engaging parents in a culture of development. Family workshops empower parents / carers to learn how to support their child to study/ revise effectively. Staff have previously received CPD on metacognition from Russell Spink through the Stoke Research School and	(Staffing costs)	Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students, including through strategies such as Rising Stars and Honours. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress.	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 in place but are inconsistent throughout the Academy to complement the curriculum. This will continue to be a focus for development next year. CHALLENGE NUMBERS ADDRESSED: 4

continue to embed this thinking into their daily teaching practice. EEF Research shows that Metacognition Strategies can add +7 months onto a learner.			
Student Leadership 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.	(Staffing costs)	Staff support PP students in particular to apply and write leadership letters using school guidance and resources. Review half termly and log student engagement	Disadvantaged students have a clear voice in school. Ultimately, this will increase PP outcomes and aspirations for the future. In preparation for the academic year 2023/24, we interviewed and appointed a new group of Student leaders with 25% PP students and 12 % SEND. For 2024/25, we have interviewed and appointed a new Student Leadership team comprising of 86 Student Leaders (40 of whom are new), 28% male, 37% PP and 14% SEND. This will be the first year that the proportion of PP Student Leaders exceeds the proportion of PP students in school. CHALLENGE NUMBERS ADDRESSED: 4 and 5
Teaching & Learning Development Group 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 consider strategies to improve the progress and attainment of students including the disadvantaged . 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. ‘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.	(Staffing costs) CPD	The TLDG will lead meetings to work collaboratively to develop strategies to support PP achievement. Review after each T&L Working Party meeting through minutes, and after each TLDG event	There is a robust programme of CPD in place for 2023/24 for all staff during Development Mondays which links to the termly MER focus. The developmental MER schedule shown lots of positive practice across school. The National College CPD opportunities are utilised by all staff regularly. The TLDG Group have met regularly this year to work on key school improvement priorities, and they feed this work back to staff through Development Mondays, a TLDG newsletter and weekly sharing good practice during briefings. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5
Appraisal All staff have an appraisal target regarding improving the consistency and effectiveness of implementation of the ambitious curriculum in their subject area, which evidence shows has the highest positive impact on disadvantaged learners and those with SEND. EEF Research shows that Performance Pay can add +1 month onto learners.	(staffing costs)	Targets are set by Line Managers through the Appraisal Process in October with a whole school focus on ambition for all in the school SIP. Review at Mid Term Review and Final	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional).

		Appraisal, and refer to at each Line Management meeting throughout the year	PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1-6						
Continued Professional Development Strengthen leadership at all levels through high quality CPD, including an internal programme of Development Mondays, Ambition School Leadership, Aspiring Middle Leaders and various NPQs. '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.	<p>The BlueSky CPD platform is used by individuals to request, log and evaluate professional development undertaken. A new school CPD Strategy has been put in place for 2023/24, following a CPD map being created to capture the wealth of CPD taking place across school by staff at all levels. Analysis of the appraisal CPD requests has been completed to inform staff CPD, whole school and at bespoke staff level (e.g. bespoke CPD for targeted staff on the delivery of Phonics and MAPPER). Internal CPD during Development Mondays has been mapped out carefully in response to SIP and emerging priorities, as indicated through school MER (Lesson Reviews, Learning Walks, book looks). There are weekly opportunities for staff from all areas of school to lead Sharing Good Practice briefings on Wednesdays. Following a targeted approach to CPD, we have 5 staff who are now completing NPQ qualifications, 8 staff who have started NPQ qualifications at Easter 2024, and 2 further staff who have applied for a September 2024 start.</p> <p>The table below shows CPD undertaken above and beyond the comprehensive whole school CPD calendar.</p> <table><tr><td>Overall teachers and support staff undertaking extra CPDrelated to school improvement priorities.</td><td>75</td></tr><tr><td>Total number of extra CPD activities undertaken so far 2023/24</td><td>287</td></tr><tr><td>Total number of National Professional Qualifications recentlycommenced, completed or ongoing at middle, senior and executive leader level.</td><td>27 (19 completed or underway, 8 commenced Easter 2024)</td></tr></table> <p>Many of the National Professional Qualifications have now been completed ensuring we havea highly capable and stable leadership group. We are in the planning stages of a proposal for a new Middle Leadership Development Programme for 2024/25 to strengthen Middle Leadership.</p>	Overall teachers and support staff undertaking extra CPDrelated to school improvement priorities.	75	Total number of extra CPD activities undertaken so far 2023/24	287	Total number of National Professional Qualifications recentlycommenced, completed or ongoing at middle, senior and executive leader level.	27 (19 completed or underway, 8 commenced Easter 2024)
Overall teachers and support staff undertaking extra CPDrelated to school improvement priorities.	75								
Total number of extra CPD activities undertaken so far 2023/24	287								
Total number of National Professional Qualifications recentlycommenced, completed or ongoing at middle, senior and executive leader level.	27 (19 completed or underway, 8 commenced Easter 2024)								

			PLEASE SEE THE FULL CPD STRATEGY 2023/24 CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5
Annual Catholic Cohesion Retreat An annual spiritual retreat gives students an opportunity to get closer to God, involving overnight stays, prayer and liturgy and a range of outdoor physical activities. It's a chance to connect deeply with those they come here with, a space to uncover the person they are destined to become, and an invitation to encounter God in the beauty of nature, in the presence of their peers, and in moments of heartfelt prayer.	Subsidy of £80 per PP student to ensure that the trip is accessible. Higher proportion of funding if need is identified. 20 students on the trip, potentially 35% PP = 7 x £80 = £560	Reward and Behaviour point data, student voice	An increased engagement with the spiritual values at STMCA, a strengthened Catholic Student Leadership force across school. CHALLENGE NUMBERS ADDRESSED: 2, 3, 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: £115,609

Staff Lead

SLT, SENDCO and Middle Leaders

Actions	Cost	Monitoring & Evaluation	Impact
Recovery Pupil Premium Plan Includes National Tutoring Programme and School Led Tutoring	£95,496 from the Recovery Pupil Premium	Data analysis at each Data Point Review impact after each Data Point	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -

<p>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 students are identified based on clear criteria to access tutoring which will build self-esteem and promote progress and attainment. School led tutoring plan in place.</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>			<p>0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74).</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<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. 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. Outcomes for disadvantaged students improve further.</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>Regular contact with parents/ carers.</p> <p>Data analysis.</p> <p>Review impact after each Data Point</p>	<p>Rising Stars/ Honours/ Progress Leader caseload impact statements show a highly positive impact on disadvantaged students' progress and attainment.</p> <p><i>Please see full Impact Statements for Rising Stars and the Honours Programme.</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>SMID now tracks where students have been involved in key interventions such as Rising Stars and Honours, to allow us to analyse student level data. The Careers and Progress teams track individual student interventions.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>PLAC Support PP Lead has responsibility for PLAC budget for 2023/24 and will work closely with LAC Lead to coordinate support for PLAC 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. 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>PLAC and LAC students are positively included where appropriate on relevant interventions, even if they have not met the criteria for entry. This is to ensure that their background disadvantage is not a barrier to exceptional attainment or progress. 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:</p> <ul style="list-style-type: none"> • 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 <p>PP/SEND students receive 'enhanced' coaching from LSP 'mentor'. - more than non-PP/SEND. These are more frequent coaching sessions to address matters related to:</p> <ol style="list-style-type: none"> a. specific areas of need - including a relational approach to teaching metacognition b. reflection of own progress c. additional support for next steps in their education and preparation for adulthood 	<p>Staffing costs £20,113 (SENDCO contribution)</p>	<p>Termly contact with parents/ students. MER data review and actions. PP SEND data tracked by AHT PP Lead, AHT SEND and SENDCO to triangulate support. Review SEND data at each Data Point</p>	<p>PP SEND student progress has improved this year compared to 2023. PP SEND students (21 students) have an estimated progress of -0.79 (-1.05 2023). This remains an area for improvement. CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>PP/SEND Y11 students studying Prince's Trust receive additional maths intervention from SENCO between January and May once Prince's Trust coursework is complete.</p> <p>EEF Research shows that strategies implemented such as use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students, and SEN Champions will develop use of these strategies in each department.</p>			
<p>Bespoke curriculum Vulnerable and disadvantaged learners in Y11 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>	(Staffing costs)	Review after each Data Point Attendance and progress data	<p>In 2023/24, 8 students were part of the AIM cohort, 3 PP and 2 Persistently disadvantaged. Their average P8 score was -2.28 which was below the whole cohort and PP, but they completed their GCSE education and 4 students achieved a pass in English and 4 achieved a pass in Maths. We are currently working hard to ensure that no AIM students become NEET. No student attending AIM was permanently excluded as their bespoke curriculum and intensive support prevented this from being necessary.</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 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.</p>	(Staffing costs)	Review after each Data Point Attainment, attendance and progress data	<p>In 2023/24, there were a higher number of persistently disadvantaged students in Y11 at 40 (20% of cohort, compared to 38 Persistently disadvantaged students Y11 2022/23 20% of cohort) with a high number of SEND students (45% compared to 22.5% of whole cohort). They achieved a P8 score of -0.25 which was lower than PP students, but a significant increase on 2022/23 where Persistently Disadvantaged students achieved a P8 score of -0.42.</p> <p>In 2023/24, PDis P8 remains below other subgroups at -0.25, compared to -0.17 for PP students and -0.09 for the whole cohort. A8 for PDis students is below other subgroups at 33.06,</p>

			<p>compared to PP A8 (34.31) and compared to 39.68 for the whole cohort.</p> <p>35% of PDis students achieved a Pass in Basics, and 22.5% achieved a Strong Pass (an improvement in 2022/23 31.58% 4+, 18.42% 5+). When compared to the whole cohort, 50% achieved a Pass in Basics, and 32% achieved a Strong Pass.</p> <p>Y7-9: APS for persistently disadvantaged students is below the whole cohort and PP students in all years in KS3.</p> <p>Conversely, in Y10, P8 for persistently disadvantaged students is above non-Persistently disadvantaged students at the end of year Estimates.</p> <p>Persistently disadvantaged students are positively prioritised and included for a range of interventions and opportunities across school (e.g Outward Bound, Family Revision Sessions, Healthy Living Workshops, Hard to Reach events etc.)</p> <p><i>Please see full Persistently disadvantaged analysis 2023/24</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
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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 attended external AP and completed their education; no permanent exclusions were issued, and all students have been supported to 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 2024.	FREE Programme - £150 for transport	Track the impact of this through behaviour and reward 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 2022-2024 achieved significantly above expected progress in Summer 2024 Exams: Student A (PP) +1.78 Student B +2.90

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.			2 more students have been selected for the 2023-2025 Programme, although 1 student has since left STMCA due to relocation. Y10 applications have just opened for the 2024-26 programme. CHALLENGE NUMBERS ADDRESSED: 4, 5																																				
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. 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. 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.	(staffing costs)	Track the impact of this through behaviour and reward scores for students and data at each Data Point. Review after each Data Point.	PP student outcomes have increased and NEET figures will decrease. Destinations for PP students will be high quality Level 3 qualifications/ A Levels (2024 leavers destination records are in progress). In 2022/23, destination data is as below: <table><tr><th>Number of students</th><th>Percentage of cohort</th><th>Destination Post 16</th></tr><tr><td>49</td><td>25%</td><td>Trinity Sixth Form</td></tr><tr><td>48</td><td>24%</td><td>Newcastle and Stafford Colleges Group</td></tr><tr><td>34</td><td>17%</td><td>Stoke on Trent College</td></tr><tr><td>34</td><td>17%</td><td>Stoke Sixth Form</td></tr><tr><td>2</td><td>1%</td><td>Other A level providers</td></tr><tr><td>3</td><td>1.5%</td><td>Reaseheath</td></tr><tr><td>8</td><td>4%</td><td>Various training providers</td></tr><tr><td>13</td><td>7%</td><td>Secured apprenticeships</td></tr><tr><td>3</td><td>1.5%</td><td>Employment</td></tr><tr><td>1</td><td></td><td>Out of area</td></tr><tr><td>4</td><td>2%</td><td>Refusal to engage / NEET</td></tr></table> CHALLENGE NUMBERS ADDRESSED: 4, 5	Number of students	Percentage of cohort	Destination Post 16	49	25%	Trinity Sixth Form	48	24%	Newcastle and Stafford Colleges Group	34	17%	Stoke on Trent College	34	17%	Stoke Sixth Form	2	1%	Other A level providers	3	1.5%	Reaseheath	8	4%	Various training providers	13	7%	Secured apprenticeships	3	1.5%	Employment	1		Out of area	4	2%	Refusal to engage / NEET
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2	1%	Other A level providers																																					
3	1.5%	Reaseheath																																					
8	4%	Various training providers																																					
13	7%	Secured apprenticeships																																					
3	1.5%	Employment																																					
1		Out of area																																					
4	2%	Refusal to engage / NEET																																					
Link with Higher Horizons as a Pilot School This academic year we will be working closely with Higher Horizons to fund a range of careers opportunities for our students. Specific sessions and workshops for targeted students with a clear focus on the disadvantaged will increase motivation and aspiration. 70% of our student cohort is identified as UniConnect and 36% are UniConnect Target students so they are eligible for funding. 80% of our Honours cohort is identified as UniConnect and 47% are UniConnect Target students so they are eligible for funding.	Funding from Higher Horizons as we have a high proportion	Track the impact of this through reward/behaviour scores for students and data at each Data Point. Review after each Data Point.	We have enjoyed a strong working partnership with Higher Horizons in 2023/24, which has allowed us to offer a wealth of opportunities to our students in terms of careers and the Honours programme. Many of these opportunities have been funded because of our school context.																																				

<p>EEF Research shows that Aspiration Interventions do not have an academic impact on children, but they will have a positive impact on the socio economic factors for disadvantaged students and will raise confidence and aspiration alongside other strategies.</p> <p>Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>	of eligible students.		<p>Student outcomes have increased this year, and outcomes for disadvantaged students have further increased with the gap between disadvantaged and non-disadvantaged closing further to significantly smaller than national.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Career Ready Award Scheme Provision of Career Ready award scheme for disadvantaged students in Y12 and Y13.</p> <p>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> <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, Benchmark 5- Encounters with employers and employees, and Gatsby Benchmark 6 - Experiences of the Workplace.</p>	FREE	<p>Attendance at Career ready sessions with business partners including master classes delivered by employers connecting young people aged 15-18 to workplace opportunities and support. We deliver a structured programme of mentoring, a paid internship, masterclasses and workplace visits.</p> <p>Review through student and teacher voice and impact in B4L and assessment data following events.</p>	<p>The students involved have had 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. Measurable impact will be available in December on completion of the programme (Graduation does not occurs until December 2024 when the students are in Y13.)</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Maximising opportunities to work with external agencies 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, Opportunities Area, CEC etc. Many of these opportunities are targeted at students who are at risk of NEET.</p>	FREE	Attendance, BFL, progress data and student voice.	<p>See Page 17</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Medpath 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	Attendance, BFL, progress data and student voice	<p>Unfortunately, Keele University were unable to facilitate this initiative for 2023/24, but plans are in place to run this again in collaboration with STMCA in 2024/25.</p> <p>To support KS4 students with ambitions of a career in the healthcare we produced a TEAMS post including useful information and short videos to support them and to inspire other students to consider careers in healthcare.</p>

			CHALLENGE NUMBERS ADDRESSED: 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Targeted Academic Support Budgeted cost: £ 211,268.70

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:	£8,834.41	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 for key Ebacc subjects and subjects where outcomes are below desired for disadvantaged students in line with 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 originally budgeted £7374.41 allocated Funds are bid for by department staff.	Evaluation completed by departments after each data point. 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.	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 -0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional).

			<p>PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74).</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>Food & Nutrition Ingredient support 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 KS3 to access high quality Food & Nutrition lessons. This is in line with our whole school Healthy Living Strategy. This strategy was very successful in 2022/23 in supporting all Y7 students to access the curriculum, so is being scaled up for 2023/24 to support all KS3 students. Students are charged: Y7 £6 with a reduced price of £3.50 Y8 £7 with a reduced price of £4.50 Y9 £10.00 with a reduced price of £7.50 EEF 'Covid-19 Support Guide For Schools' recommends that providing resources where needed for learning is crucial for improving outcomes for students.</p>	<p>£600 for KS3 £300 for KS4</p>	<p>Termly evaluation completed by department.</p>	<p>PP students have been provided with support removing barriers to learning in Technology to accelerate their progress. Progress in Food for PP students was -0.35, compared to -0.07 for non-PP so whilst this is a huge improvement on -0.77 in 2022/23, this remains a priority for PP funding next year. CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>AIM Alternative Provision Identified KS4 students who are unable to access the mainstream curriculum and need safeguarding/ pastoral support 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.</p>	<p>(staffing costs)</p>	<p>PP Impact data at each data point PP outcomes Lessons observations and work scrutiny Department minutes Review impact after each Data Point</p>	<p>In 2023/24, 8 students were part of the AIM cohort, 3 PP and 2 Persistently disadvantaged. Their average P8 score was -2.28 which was below the whole cohort and PP, but they completed their GCSE education and 4 students achieved a pass in English and 4 achieved a pass in Maths. We are currently working hard to ensure that no AIM students become NEET. No student attending AIM was permanently excluded as their bespoke curriculum and intensive support prevented this from being necessary. CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>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 alongside new Subject Leadership (new HOD and part of the Languages Faculty). Part of this strategy is to part fund a residential trip for Y10 and 11 students to visit Paris, to increase cultural capital, confidence and attainment in French. See Page 9 for more detail of the EBACC plan.</p>	<p>Paris trip funding is listed on P38</p>	<p>Behaviour/ reward points in lesson PP Impact data at each data point and PP outcomes Uptake of French at KS4 <i>Review impact after each Data Point</i></p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning languages and helping them to understand the importance and careers available if taking a route into languages. In 2023/24 there was increased achievement of disadvantaged students in EBACC subjects. PP outcomes in languages have shown sustained improvement from the progress made in 2023. Uptake of French at KS4 has increased. In 2023/24, the EBACC Progress bucket was negative, but EBACC Progress has significantly improved for PP at -0.24 (-0.75 in 2023) CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>Linguascope subscription To promote raised aspirations and attainment of students in EBACC and languages</p>	<p>£360</p>	<p>Uptake of languages at KS4. Student Voice. Reduction in lesson removes from languages. <i>Review after each Data Point.</i></p>	<p>Increased engagement of disadvantaged students in languages, contributing to whole school EBACC priority. In 2023/24, PP Progress in French is +1.68 and PP well outperformed non-PP students, and this was a significant improvement on 2022/23 when PP P8 was +0.98. Overall attitude to languages across the school and including PP students has improved as evidenced by higher uptake of languages at KS4 next year. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<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 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 and also breaktime and lunchtime for all students including disadvantaged students to access. In addition, we are working closely with the Digital Poverty Alliance to signpost vulnerable and disadvantaged families to obtain free laptops and</p>	<p>Staffing costs Rewards Budget for attending homework club £200</p>	<p>Monitoring the use of ICT facilities through library access and homework club. <i>Review after each Data Point.</i></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. 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>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.</p> <p>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.</p> <p>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>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Academic Mentoring Programmes</p> <p>Academic mentoring through the Rising Stars Programme is offered to disadvantaged students with the identification of the most vulnerable disadvantaged students to support to promote progress and attainment across all subjects.</p> <p>PP Revision Skills Workshops and family revision workshops to take place for PP students before internal and external examinations. EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.</p> <p>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.</p> <p>Review after each Data Point</p>	<p>The aim is to equip students with the resilience and skills to access high quality post 16 qualifications and placements as well as increasing progress and attainment. Rising Stars students historically show accelerated progress compared the rest of the year group -the aim if for this to continue to rise for 2023/24.</p> <p>Rising Stars students have shown accelerated progress compared the rest of the year group consistently for the last 5 years of the intervention running. On average in 2021/22, Rising Stars progress was +0.23, compared to the rest of the year group at +0.13. On average in 2022/23, Rising Stars progress was +0.45, compared to the rest of the year group at +0.41.</p> <p>In 2023/24, KS3 Rising Stars achieved a higher APS in all year groups than non-Rising Stars at the end of the intervention, as well as achieving a better attitude to learning score in all year groups except for Year 8.</p> <p>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: £4,175

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. <i>Review after each Data Point.</i>	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. 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. Department RAP meetings have a focus on PP students in all key stages. SLT PP lead challenges departments where expected progress is not being made for PP students.	(staffing costs)	PP Lead AHT to track PP students as a cohort and engage HODs and HOYs in the analysis of this data in order to plan for specific and targeted QFT and intervention. HODs review the following to increase PP attainment: QFT and planning focussing on PP achievement Fine setting of groups	Progress and attainment for disadvantaged students has increased. 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. PP Data Analysis is then shared with SLT, HODs, HOYs, Governors, PP Champions and all

		Intervention provision Targeted additional study sessions Review after each Data Point.	teaching staff through meetings and regular CPD sessions. The PP Lead evaluates the strategy at the end of each term and makes appropriate changes. Department RAP plans have a focus on PP. CHALLENGE NUMBERS ADDRESSED: 1-6
Year 7 baseline testing 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. EEF Research shows that Feedback can add +8 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that subject specific assessments are crucial for improving outcomes for students.	Funded by the Exams budget	Year 7 Baseline tests completed early in Autumn term. Data tracking system used to monitor. Review after baseline tests and use to inform planning and T&L	Year 7 baseline tests in English completed to support KS2 assessments. Students are given achievable but aspirational targets. CHALLENGE NUMBERS ADDRESSED: 1, 2
Curriculum 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 curriculum review, consistency of implementation and assessment, to refine curriculum sequencing within subjects and across subject areas and further embed assessment and cross curriculum links. EEF 'Covid-19 Support Guide For Schools' recommends that curriculum planning is crucial for improving outcomes for students.	(Staffing costs)	Curriculum sequences reviewed and on the website Cultural Capital Audits MER through the 'improve not prove' new system	P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 - 0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1, 2, 4

<p>CPD Whole school staff training on Development Mondays will focus this year on improving the consistency of curriculum implementation across departments, and further developing assessment. 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 clearly links with whole school MER priorities. EEF Research shows that Feedback can add +8 months onto learners. Collaborative learning can add +5 months. The EEF suggest that Charlie Taylor's behaviour checklists are useful, so behaviour CPD will be led by AHT to revisit non negotiables and standards. EEF Research also shows that the 5:1 ratio of praise vs. criticism is essential for motivating disadvantaged students, as well as a meet and greet policy ('Improving Behaviour in Schools' Guidance Report, EEF). These are 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. '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. 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. Student Voice completed for all subject areas through MER. Analysis of data and RAP plans as part of Assessment MER. TLDG to lead CPD to develop and support staff and to grow capacity in school.</p>	<p>P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 - 0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Support for ECTs 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. EEF 'Covid-19 Support Guide For Schools' recommends that additional CPD for NQTs/RQTs is crucial for improving outcomes for students.</p>	(Staffing costs)	<p>ECT monitoring and evaluation processes are carefully followed.</p>	<p>P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 - 0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74). CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>QFT Strategies Regular CPD through Development Mondays linking to PP strategies. E.g seating plans, ensuring that all teaching staff know their students, adaptive teaching to accelerate progress. The form time Morning Mission Programme develops key skills for all students including disadvantaged students such as KS4'Money Matters' etc. Lesson planning under our 'ambition for all' mantra accommodates the needs of all disadvantaged students and clearly identifies strategies to support progress. EEF Research shows that Feedback can add +8 months onto learners. Collaborative learning can add +5 months. Aspiration interventions don't have impact on academic outcomes, but can be positive for disadvantaged students along with other strategies.</p>	(Staffing costs)	MER data shows improved teaching and learning. Student data shows improvement and progress.	<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. P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 - 0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74).</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Teaching Black Folder Expectations Teaching black folder expectations are embedded with all staff, and have moved to digital form for 2023/24 to streamline further and improve workload for staff. This 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 – time for this is allocated during Development Mondays time. 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)	Black Folder Scrutiny by HODs and SLT through the MER process. Teaching and Learning MER data shows improved teaching and learning. Student data shows improvement and progress.	<p>Teaching black folders moved to a digital streamlined version for 2023/24 and all teachers complete digital Learner Profiles for their classes. 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. P8 for PP students at STMCA has significantly improved from -0.75 (2019) to -0.49 (2023) to -0.17 (provisional) 2024. The gap between PP and non-PP P8 in 2019 was 0.57 (non-PP P8 2019 - 0.18), and the gap between PP and non-PP in 2023 remained broadly the same in 2023 at 0.58 (non-PP P8 2023 +0.09). This summer, the gap has significantly decreased to -0.11 (provisional). PP P8 is above national (-0.57), and the gap is significantly smaller than national (0.74).</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,</p>	(Staffing costs)	CPD to support staff development in order to give effective feedback which has a particular impact on PP progress.	A wealth of work has gone on in 2023/24 regarding marking and feedback at STMCA. A new marking and feedback policy is in place and

<p>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.</p> <p>CPD has taken place for staff to clarify expectations on Deep Marking and regular feedback, with a Teacher Toolkit being developed for staff. Further CPD on assessment and feedback in the classroom will be a focus this year.</p> <p><i>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).</i></p>		<p>RATs meetings ensure that new staff fully understand the Literacy and marking policies. DIRT tasks show accelerated progress.</p> <p><i>Review through Lesson Observations, Book Scrutiny, Learning Walks</i></p>	<p>CPD has been delivered throughout the year for staff.</p> <p>PP students are able to make progress using effective teacher feedback. PP Outcomes have improved (see above). Marking and feedback remains a priority for 2024/25.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Homework Strategy</p> <p>A new Homework strategy has been introduced and implemented for 2023/24, including MAPPER for KS3 homework to focus on the development of disciplinary literacy. Microsoft Teams is being utilised for remote and home learning.</p> <p><i>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.</i></p>		<p>MER will show implementation of the new homework strategy with a particular focus on recalling prior knowledge.</p> <p>AHT, SLT and HODs monitor the quality of homework set through book scrutiny, data, learning walks and student voice.</p> <p><i>Review through Lesson Observations, Book Scrutiny, Learning Walks.</i></p> <p><i>AHT to complete weekly reviews of Y7 Knowledge Organisers to collect data on implementation and to reward individual students.</i></p>	<p>PP outcomes have increased in 2023/24. A new homework policy was put into place for 2023/24 using a structured homework timetable and use of online platforms. This has supported students being able to recall prior knowledge and being in the habit of revising effectively independently from Y7.</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><i>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.</i></p>	Free to school – school verify parental applications	<p>AHT, SLT and HODs monitor the quality of homework set through book scrutiny, sims data, learning walks and student voice.</p>	<p>PP outcomes have increased due to students being able to work independently at home. A number of devices have been issued to families in need through the promotion of this scheme through school. We log all applications that we verify in school as the company are unable to share this data with us once the application has been verified. We are continuing to promote this into 2024/25 to support families in need.</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 disciplinary 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 students who require literacy and numeracy development.

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: £186,233.70

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 2023/24, we continued 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

			<p>approach to the teaching of key vocabulary in different subjects.</p> <p>PP students continued to make strong progress and were in line with non-PP student progress on average across all year groups using the platform. PP students are performing the same as non-PP students- which could be due to the additional support offered by teachers to access the platform this year including afterschool Literacy Enrichment Programme by Julie Emberson.</p> <p><i>See full 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 and monitored. Bedrock testing will take place in KS3 in lessons.</p> <p>Review impact after each Data Point</p>	<p>PP students in particular benefit from this strategy where they have little or no opportunity or resources to read at home.</p> <p><i>See full Bedrock impact statement for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>School Literacy Strategy</p> <p>To raise literacy skills for disadvantaged students through the school literacy strategy. This includes the embedding of evidence-informed practice in delivering Disciplinary Literacy. For example, Reciprocal Reading strategies used when reading complex academic texts, the use of the 'expert reader' model, communicating how to effectively read across different disciplines. Additionally, the MORE reading programme has been transformed to promote a love of reading with a wide range of texts now used including current news articles from The Day website, which also</p>	£550	<p>Student Voice.</p> <p>Data/ MER Cycle including RAP plans, class visits and book scrutiny, Bedrock data, reading age data.</p> <p>Questioning CPD planned.</p> <p>Review impact after each Data Point</p>	<p>A wealth of work on Disciplinary Literacy has taken place across all departments in 2023/24, and this work is continuing into 2024/25. Departments now all use MAPPER to support vocabulary acquisition, and Bedrock shows positive impact for disadvantaged students (see Page 27-28).</p>

<p>increases cultural capital for our most disadvantaged students.</p> <p>In particular, a focus has been placed in Disciplinary Vocabulary over a number of years, with departments identifying key vocabulary across their curriculum and this vocabulary being explicitly taught and revisited through Bedrock Mapper and the Buzzword.</p> <p>Focus has also been placed on supporting our Early Older Readers with the phonics programme Fresh Start being delivered by our HLTA. Phonics CPD is also being offered to staff across departments we have identified this as a CPD need.</p> <p>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.</p> <p>A range of Literacy enrichment opportunities are available including Y7 Library talks, Author visits and guest speakers (e.g Holocaust Survivor).</p> <p>EEF Research shows that Oral Language Interventions can add +5 months onto a learner.</p> <p>'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>			<p>In Summer 2024, English P8 for PP students has remained broadly the same at -0.21 (-0.22 in 2023).</p> <p>We continue to focus on improving PP attainment in English and Basics considering disadvantaged students' considerably lower starting points on entry in Y7.</p> <p><i>See full ESB, Bedrock, Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</i></p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>English Speaking Board Qualification</p> <p>To raise literacy, oral and vocabulary skills for disadvantaged students in KS3, all Y7 students will undertake the English Speaking Board Qualification.</p> <p>A member of the English department (NPh) is taking ownership of PP engagement and achievement in the ESB, providing additional support to assist with preparation and engagement with home for these students to boost confidence and positive engagement. NPh will also monitor the achievement of these students and review how to move forward to support PP students in achieving the highest grades in ESB exam.</p>	<p>(staffing costs)</p>	<p>Student Voice.</p> <p>Data/ MER Cycle including RAP plans, class visits and book scrutiny, planning.</p> <p>Review impact after each Data Point</p>	<p>100% of Y7 and 8 children passed this qualification in 2022/23.</p> <p>In 2023/24, the cohort comprised of only Y7 students.</p> <p>Impact:</p> <p>100% students passed.</p> <p>Strong performance maintained from 2022/23, with 65 students achieving a Merit or Merit+ (consistent with the 66 achieved last year).</p> <p>Maintained the number of students achieving a Distinction, with 4 students</p>

EEF Research shows that Oral Language Interventions can add +5 months onto a learner.			<p>accomplishing this level of excellence compared to 5 students last year.</p> <p>28% of PP students achieved a Merit/ Merit+, compared to 36% of non PP, showing that a slightly higher proportion of non-PP children achieve the top grades in ESB compared to 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.</p> <p>This will also support with stretching our students to reach higher levels of proficiency.</p> <p><i>See full ESB impact statement for detailed analysis</i></p> <p>Y11 Results 2024 : PP Grade 4+ English Lang 41% PP Grade 5+ English Lang 33% PP Grade 4+ English Lit 49% PP Grade 5+ English Lit 28% 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 50% PP Grade 5+ Basics 32%</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
Small Group Intervention - English	Staffing costs £55,885	Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work	<i>Y11 PP English Progress 8 Bucket Contribution –0.15 compared to ALL +0.11</i>

<p>Specialist English Teachers to teach small groups in English to develop the progress of disadvantaged pupils.</p> <p>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>Student Voice completed for all subject areas</p> <p>Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review after each Data Point</p>	<p>Y7 Catch Up Impact:</p> <p>39 students completed catch up programme – 16 of which were PP. Students making the most progress in this class were male and PP (Reading SAS an increase of 6 for PP students since the start of the programme). 14 of the PP students exited the programme have achieved expected reading age following DP2.</p> <p>Y7 Fresh Start Impact:</p> <p>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.</p> <ul style="list-style-type: none"> - GL tests show that on average, Fresh Start students improved their Reading Age by 1yr 8m. - GL tests show that on average, Fresh Start PP students improved their Reading Age by 3yrs 2m. - GL tests show that on average, Fresh Start SEN students improved their Reading Age by 2yrs 3m. - Average DP2 assessment percentage for Fresh Start non-PP students was 28.8%.
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			<ul style="list-style-type: none"> - Average DP2 assessment percentage for Fresh Start PP students was 29.2%. - Average DP2 assessment percentage for Fresh Start SEN students was 32.6% <p>Y11 Intervention Programme with English Academic Mentor:</p> <p>No PP gap in Language. Intervention groupings targeted of a small group of PP students with English specialist.</p> <p>In English Literature, the PP gap was -0.22.</p> <p>The data suggests that PP students faced challenges in reaching the intended academic standards in both 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 English Literature, which will be a priority for 2024/25.</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 4 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 has a suitable reading book for their Bedrock lessons in year 7&8. This ensures that all PP students are reading suitable books from start to finish.</p>	Costing included in School Literacy Strategy	<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>The number of students accessing books increased due to close monitoring during Bedrock lessons. Liaison between the Librarian, class teachers and students ensure all PP students are reading suitable material and changing books regularly. There is no gender gap, as 22.2% males in school have borrowed a library book this year, compared with 21.5% females.</p>

<p>There is a new reading club during break and/or lunch once a week so that students can come to the library and listen to a story being read. There are also after school enrichment clubs on Mon-Wed where pupils are encouraged to attend, and a Literacy Champions drop in where students can be guided to relevant reading books. Wednesday is a specific KS3 book club. Bed-rock and Mapper clinics also take place.</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>Review impact after each Data Point</p>	<p>Y11 Results 2024 : PP Grade 4+ English Lang 41% PP Grade 5+ English Lang 33% PP Grade 4+ English Lit 49% PP Grade 5+ English Lit 28% 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 50% PP Grade 5+ Basics 32%</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>
<p>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.</p>	<p>56 PP students in Year 11 75 PP students in Y10</p> <p>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</p> <p>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</p>	<p>Review impact after each Data Point in Y10 and 11 English</p>	<p>See data above</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>

	<p>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 56 =£322</p> <p>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 Total PP subsidiary of £8.75 per student x 75 PP students =£656.25</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. 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>Y7 Interventions English: Students receive 1 hour per week of Catch Up intervention.</p> <p>Fresh Start is a phonics reading programme and is bespoke to students' needs. Keep Up intervention is part of Fresh Start. <i>See full Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</i> Y7 Catch Up and Keep Up interventions take place in Maths to support students who were not at expected level on entry. Y7 Catch Up and Y8 Keep Up is a tiered approached intervention, which identifies students below the national average for KS2 Maths on entry. These are small group interventions lead by a specialist HLTA using Numicon intervention programme, which is a multi-sensory approach to teaching Maths as it uses concrete resources and visual teaching strategies. Students work in a small group setting of no more than 1:6 focusing on building mathematical confidence and support closing the gap in</p>

			attainment from KS2. 95% of students showed significant attainment improvement from the baseline as well as developments in students' mathematical confidence and understanding of the curriculum. CHALLENGE NUMBERS ADDRESSED: 1-2
School Numeracy Strategy Most able Y9 students in maths will mentor younger Y7 students to improve maths skills and consolidate knowledge. CPD was delivered on the Numeracy Strategy to all staff last year, including supporting staff with how to effectively deliver the Numeracy Non-negotiables to be implemented across school. EEF Research shows that Peer Tutoring Strategies can add +5 months onto a learner.	(staffing costs)	Data tracked at each DP and impact measured for students on the programme. Review impact after each Data Point	Maths Progress has improved compared to 2023 results (-0.49), at -0.28 CHALLENGE NUMBERS ADDRESSED: 1
Numeracy Ninjas We deliver Numeracy Ninjas at KS3 to raise numeracy skills for disadvantaged students through the school. 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. To improve Numeracy Ninjas, different booklets have been created for different years, making it easy to track progress over 3 years. Form time intervention for Numeracy takes place in form time. The Numeracy Coordinator is trialling extension work for students who are getting scores of 30 multiple	(Staffing Costs)	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	The Numeracy Ninjas programme ran from September to December 2023, due to the change in form time Mission programme in January 2024. No students in Y7 achieved below their mean of the first 5 sessions, compared to all of their sessions. That means in just 12-13 sessions, all students were making positive progress in Y7, and even the students that achieved a lower score than normal for one week was consistently poor enough to drag their average below that of where they started. In Y8, only 4 pupils in the year group dropped their average score below that of their average of Y7. So again, even in just 12-13 sessions, nearly all students were making positive progress, or back to where they were at the end of last year, showing good retention and consistency. In Y9, 18 out of 178 students were lower in

<p>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 was delivered last year on the Numeracy Strategy to all staff including supporting staff with how to effectively deliver the Numeracy Non-negotiables to be implemented across school. This will be revisited this year.</p> <p>EEF Research shows that Mastery Learning can add +5 months onto a learner.</p>			<p>their Y9 average grade, compared to year 8 and/or Y7. This means that we have 89.9% of students either retain the same score or higher in just those 12-13 sessions in Y9 compared to both previous years, as this was the first group we managed to get through with the new style of numeracy ninjas, so each year could be new and collated. Overall, all 3 years have shown excellent retention with 89.9% of the cohort achieve the same or higher grades on the ninja scores year on year.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</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.</p> <p>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</p> <p>Student Voice completed for all subject areas</p> <p>Analysis of data and RAP plans as part of Assessment MER.</p> <p>Review after each Data Point</p>	<p>Small group tutoring took place during student's timetabled lessons; students worked in a small group setting on the topic from the lesson for half of the session and the remaining half of the session was used to work on subject weaknesses informed by curriculum assessment question level analysis, to address students' weaknesses.</p> <p>Progress 8 for PP students is -0.28 which is significantly above 2019 data (-0.56). The gap between PP and non-PP progress is closing as in 2019 it was -0.45 and in 2024 is -0.32.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</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>£10.75 per calculator for Y7 86 PP students (200 in cohort) = £924.50</p>	<p>Monitor students home learning completion on team's assignments. Monitor use and the ability to access calculator topics in lessons.</p>	<p>In Y7, APS in Maths is above the average in all subjects, at 50.36 (compared to 42.67). PP students in Maths are performing above the average in all subjects, but there is a gap of 7.88 marks on average between PP and non-PP, and one of the ways we are working to close this attainment gap is providing all PP students with a</p>

			<p>scientific calculator from the start of their journey in Y7.</p> <p>This is now having an impact seen in Y11 results: Progress 8 for PP students is -0.28 which is significantly above 2019 data (-0.56). The gap between PP and non-PP progress is closing as in 2019 it was -0.45 and in 2024 is -0.32</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>57 PP students in Year 11 76 PP students in Y10 £3.15 each, reduced to £2 per PP student (£1.15 subsidy x 133 students = £152.95)</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>Progress 8 for PP students is -0.28 which is significantly above 2019 data (-0.56). The gap between PP and non-PP progress is closing as in 2019 it was -0.45 and in 2024 is -0.32.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>KS3 Pupil Premium Reset Sessions</p> <p>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.</p> <p>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>Resource cost - funded by Stoke MEP Staffing capacity in Maths</p>	<p>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>Y7 Catch Up and Y8 Keep Up is a tiered approached intervention, which identifies students below the national average for KS2 Maths on entry. These are small group interventions lead by a specialist HLTA using Numicon intervention programme, which is a multi-sensory approach to teaching Maths as it uses concrete resources and visual teaching strategies. Students work in a small group setting of no more than 1:6 focusing on building mathematical confidence and support closing the gap in attainment from KS2. 95% of students showed significant attainment improvement from the baseline as well as developments in students 'mathematic confidence and understanding of the curriculum.</p>

			CHALLENGE NUMBERS ADDRESSED: 1
<p>Progress Leader Mentoring The Key Stage Progress Leaders will provide interventions to targeted 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.</p>	Staffing costs	Review impact after each Data Point	<p>At each Data Point students were identified due to working being below expected level. These students were then provided with 1-to-1 mentoring firstly, do explore and pinpoint areas for development ranging from revision technique to time management. Online homework platform access was checked during the first mentoring session to ensure all students were able to access homework in or out of school. At the end of each mentoring session reasonable targets were set for the student to work on for the next session. The caseload was reviewed at each data point in which students were either off-boarded or on-boarded depending on their results in their assessments. If a student is offboarded they have been given the tools to carry on the suggested routines or habits to sustain their enhanced attainment.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4 + 5</p>
<p>School Led Tuition 2 in school mentors in Maths and English will provide interventions to targeted students including disadvantaged students on a range of identified areas of learning. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2</p>	£23,827 funded from NTP Government Grant, £23,827 match funded from Pupil Premium		<p>English: <i>Y11 PP English Progress 8 Bucket Contribution –0.15 compared to ALL +0.11</i></p> <p>Y7 Catch Up Impact:</p>

<p>months onto a learner. TAs can add +1 month onto learners.</p>			<p>39 students completed catch up programme – 16 of which were PP. Students making the most progress in this class were male and PP (Reading SAS an increase of 6 for PP students since the start of the programme). 14 of the PP students exited the programme have achieved expected reading age following 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.</p> <ul style="list-style-type: none"> - GL tests show that on average, Fresh Start students improved their Reading Age by 1yr 8m. - GL tests show that on average, Fresh Start PP students improved their Reading Age by 3yrs 2m. - GL tests show that on average, Fresh Start SEN students improved their Reading Age by 2yrs 3m. - Average DP2 assessment percentage for Fresh Start non-PP students was 28.8%.
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			<ul style="list-style-type: none"> - Average DP2 assessment percentage for Fresh Start PP students was 29.2%. - Average DP2 assessment percentage for Fresh Start SEN students was 32.6% <p>Y11 Intervention Programme with English Academic Mentor:</p> <p>No PP gap in Language. Intervention groupings targeted of a small group of PP students with English specialist.</p> <p>In English Literature, the PP gap was -0.22.</p> <p>The data suggests that PP students faced challenges in reaching the intended academic standards in both 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 English Literature, which will be a priority for 2024/25.</p> <p><i>See full Reading Strategy, Catch Up, Keep Up and Fresh Start impact statements for detailed analysis</i></p> <p>Maths:</p> <p>Y7 Catch Up and Y8 Keep Up is a tiered approached intervention, which identifies students below the national average for KS2 Maths on entry. These are small group interventions lead by a specialist HLTA using Numicon intervention programme, which is a multi-sensory approach to teaching Maths as it uses concrete resources and visual teaching strategies. Students work in a small</p>
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			<p>group setting of no more than 1:6 focusing on building mathematical confidence and support closing the gap in attainment from KS2. 95% of students showed significant attainment improvement from the baseline as well as developments in students 'mathematic confidence and understanding of the curriculum.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1 + 2</p>
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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 enrichment curriculum.

Embed the Scholars Programme for KS3 and 4 most able disadvantaged students.

Ensure that all Honours students engage with the programme and secure improving outcomes.

Upskill staff with high quality CPD opportunities to develop excellence in ambitious curriculum implementation.

The development of streamlined digital black teaching folders allows all staff to plan and adapt teaching effectively for their most able students.

Further ongoing curriculum development (intent and implementation) allows for most able students to be challenged and stretched.

New data and tracking systems are transparent allowing staff to plan effectively.

Allocated Funding: £6,562

Staff Lead

Mrs S Barker

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Most Able 'Honours' Programme</p> <p>Support is given to most able 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-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>£4000</p>	<p>Termly evaluation completed on programme. Student and Parent Voice. Data at each Data Point. Book scrutiny and learning walks.</p> <p>Analysis of data and RAP plans as part of department MER.</p> <p>Number of students Graduating from their Honours Award.</p> <p>Attendance at meetings and events.</p> <p>Review impact after each Data Point</p>	<p>This has increased in our most successful year of the programme in 2023/24, with 92 students Graduating from the programme (<i>demographic breakdown available on the Honours Impact Statement</i>).</p> <p>KS3</p> <p>Overall, Honours students in KS3 who are highly engaged and Graduated achieve on average 20 marks above other students. Looking closely at those Honours students who engaged well with the programme and therefore Graduated in June 2024, these students attained above other Honours students at the end of the year, showing that the Honours Programme has a positive impact on students who attend required sessions and</p>

		<p>complete set tasks. Honours students who are highly engaged with the programme achieve on average 9 marks above other Honours students, again proving that the programme has a positive impact on our HATs students.</p> <p><u>KS4</u></p> <p>In Summer 2024, data for most able students has significantly improved at -0.11 and average attainment is 62.11 (19 HATs, 3 PP). This P8 score is almost in line with the whole cohort at -0.09. This has significantly increased compared to 2022/23, where the 19 HATs achieved a P8 score of -0.82 and average A8 of 56.26, with PP HATs achieving P8 score of -2.61 despite having the same average KS2 score on entry achieving 112.26.</p> <p>Honours data at KS4 shows positive impact. In Y11, Honours students achieved a significantly higher P8 score than HATs or other students. Honours students achieved more than half a grade above expected on average at +0.53, which was 0.77 grades above non-Honours students (P8 -0.24) and 0.71 above HATs (-0.18). Honours attainment was 24 points above non-Honours A8 at 59.66 (non-Honours A8 35.58).</p> <p>At the end of Year 10 2023/24, Honours students were achieving a lower P8 score than non-Honours at -0.31 (-0.07 non-Honours), but much higher than HATs (-0.84). Their attainment was significantly higher than non-Honours at 54.98 (compared to 33.75) but</p>
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			<p>this was not quite in line with HATs (59.21). However, when you consider the progress made by the Honours students who were highly engaged with the programme and therefore Graduated, they made significantly accelerated progress achieving a P8 score of +1.08, compared to other Honours students who were not engaged with the programme whose average progress was -0.46. Y10 Honours progress (in particular those who have not engaged with the programme previously) will be a focus for 2024/25.</p> <p><i>Please see full Honours Impact Statement</i> 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 three successful years, 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>	£2,562		<p>The Scholars Programme is now in its 4th year and was rolled up to Y8-10 in 2023/24.</p> <p>On 'The Scholars Programme' run by the Brilliant Club this year, 7/14 (50%) students were eligible for Pupil Premium. 6 students were FSM (43%), 3 (21%) were Persistently disadvantaged and 3 were HATs, 11 MATs. Their average attendance was 96%, and 11/14 students received the full 14 hours of tutoring from a PhD researcher (with 3 students missing 1 / 2 tutorials due to absence from school). All 14 Scholars students submitted and Graduated from the programme which was an improvement on 2022/23. 1 student achieved a 1st Class grade, 11 students achieved 2:1s and 2 students achieved a 2:2 grade.</p>

			<p>25 Y10 students also took part in the Stoke Scholars Programme in conjunction with Higher Horizons: 13 of whom were PP (52%), 12 FSM (48%), 8 Persistently disadvantaged (32%), 3 SEND (12%), 18 females and 7 males. 12 of these students had been part of the Scholars Programme run by the Brilliant Club in Y8 or Y9. This programme concludes in Autumn 2024.</p> <p><i>Please see full Scholars Impact Statement</i> CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>In House ‘Scholars Programme’ 14 Y8 and Y9 students took part in ‘The Brilliant Club’s ‘Scholars Programme’ during the last academic year, for most able disadvantaged students. 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 on a University style project following the tutorials, which will be assessed. 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>	Funded by staffing costs in school.		<p>The Y10 students who had previously been part of the Scholars Programme in Y8 or Y9 were involved in the ‘Stoke Scholars Programme in summer 2024 as a continuation of this work. This is ongoing and culminates in Autumn 2024.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</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. Lesson Review data and Learning Walks generated a wealth of information allowing us to tailor CPD to staff as appropriate. We began this with the first round of bespoke CPD on Teaching and Learning in May 2024, and the staff voice was so positive that we have planned this to be a regular part of CPD in 2024/25.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</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.	(staffing costs)	SLT meetings, SLT data analysis after each data point. <i>Review impact after each Data Point</i>	Outcomes for most able disadvantaged students have improved. CHALLENGE NUMBERS ADDRESSED: 1-6
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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.

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: £12,025.59

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. <i>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.</i>	(staffing costs)	Arts On Angels schedule and spreadsheet of student engagement.	Outcomes for PP students improve in all areas with a focus on Music and Performing Arts due to developed cultural capital. The number of students taking part in Art On Angels has increased to 58 students this year. 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	£3652.59 per year (this will fund 18 PP children at 50% subsidy)	Uptake increased for disadvantaged students accessing peri lessons.	All disadvantaged students can access music lessons if desired, resulting in raised self-esteem and confidence.

<p>through Ollie Docksey Music and the City Music Service at half price for PP students to encourage uptake and remove barriers to learning. Attendance to extra-curricular is tracked. Further marketing of peri lessons through Music and transition to increase uptake. Review of peri lesson provision and quality through student and parent voice.</p> <p>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.</p>		<p>Attendance of PP student to extra-curricular activities is tracked.</p> <p>Student voice on extracurricular provision and financial support as appropriate.</p> <p>Review impact after each Data Point on extra-curricular registers.</p>	<p>£1161 of PP funding has been used in 2023/24 to part fund peripatetic lessons with 'Oliver Docksey Music' for disadvantaged students. 12 PP students out of 25 in total accessing peri lessons have accessed subsidised peripatetic music lessons during 2023/24, and one LAC student has accessed fully funded music lessons 52% overall). The remaining budget will be used to secure City Music Service lessons for PP students for 2024/25.</p> <p>CHALLENGE NUMBERS ADDRESSED: 2, 4, 5</p>
<p>Recorders provided so that PP students can access the Music Curriculum</p> <p>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.</p>	£200	<p>Uptake increased for disadvantaged students accessing music lessons and extra-curricular.</p> <p>Financial support as appropriate.</p> <p>Review impact after each Data Point on extra-curricular registers.</p>	<p>This has not been used this year as we no longer teach Recorders, in line with our newly developed ambitious music curriculum.</p> <p>CHALLENGE NUMBERS ADDRESSED: 2, 4, 5</p>
<p>Enrichment and Extra-curricular</p> <p>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.</p> <p>EEF Research shows that Small Group Tuition can add +4 months, extending school time can add +2 months, Outdoor Adventure Learning adds +4 months and sports participation adds +2 months onto a learner.</p>	£1,400	<p>Uptake of disadvantaged student on the range of experiences offered in school.</p> <p>Attendance of PP student to extra-curricular activities vs non PP.</p> <p>Student voice on extracurricular provision and financial support as appropriate.</p> <p>Review impact after each Data Point on</p>	<p>103 enrichment clubs were offered to all students in 2023/24, and teachers prioritise encouraging attendance with our disadvantaged students. Attendance to enrichment clubs for PP children was in line with non-PP attendance. The ambition is for all disadvantaged students to access at least 3 extra-curricular activities or visits per year leading to increased cultural capital therefore improvement in ability to access the curriculum. Attendance to some enrichment opportunities is explicitly marketed towards the disadvantaged and if necessary heavily subsidised, such as Outward Bound.</p> <p>The Languages Faculty have secured membership to the National Theatre's online collection through</p>

		extra-curricular registers.	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 2024) 12 Year 8 student X 5day experience (Outward bound Trust, March 2024) EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.	Cost of each event: £2,724 (not including OBT financial assistance) £227pp x 12 students Students to contribute £50 pp, remaining cost to school PP budget £177 per student = £2,124 X 2 events per year = £4,248 <i>Future costings for 2024/25: £4,343.04</i>	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	A total of 24 disadvantaged students in Y8 and 9 attended these residential trips in 2023/24 and gained increased confidence and aspiration, as well as further developing skills to access education and future employment. Outcomes for disadvantaged students increased in Summer 2024. CHALLENGE NUMBERS ADDRESSED: 4, 5
Duke of Edinburgh Award To increase the cultural capital, confidence and self-regulation of our disadvantaged students, we reintroduced DofE for 2022/23 and continue this work following a successful first year. 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. Estimated cost to the school to subsidise places for PP students - £500	Student and parent voice. Recruitment 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	13 students completed their Bronze DofE expedition in July 2023 including taking part in the training programme in the lead up to the expedition, and 9 completed their Award at Christmas 2023. 9 more students attended the expedition in July 2024 and a further 4 students completed their Award in Summer 2024. 15 students are currently mid way to completing their DofE Award at Christmas 2024 or Summer 2025.

			<p>Duke of Edinburgh has been relaunched in September 2024 and a new cohort of 45 students are signed up to participate this year 2024/25, in addition to the 15 students who are competing their awards.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>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.</p>	<p>Course costs £600 £5 per head for Bronze CREST + resources £10 per head for Silver CREST + resources</p>	<p>Recruitment Attendance and performance at sessions Completion of certification and examination assessment. Review through student voice and impact in Science</p>	<p>17 students (6 PP 35%) signed up to complete the CREST qualification in extra-curricular time in 2023/24, and 4 of these students passed and have completed their qualification, with 6 further students in progress and due to complete in the Autumn term 2024.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
<p>Additional enrichment opportunities for the most able students through the Most Able 'Honours' Programme <i>See priority 7 for more information P32-34.</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. 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>(Funding included in Priority 7, P32-34)</p>	<p>Evaluation completed on programme after every data point. Student and Parent Voice. Number of students passing their Honours Award. Attendance at enrichment opportunities. Review impact after each Data Point</p>	<p>A wealth of enrichment opportunities have been available to Honours students in 2023/24. 2023/24 was our most successful year of the programme, with 92 students Graduating from the programme. Overall, Honours students in KS3 who are highly engaged and Graduated achieve on average 20 marks above other students. Looking closely at those Honours students who engaged well with the programme and therefore Graduated in June 2024, these students attained above other Honours students at the end of the year, showing that the Honours Programme has a positive impact on students who attend required sessions and complete set tasks. Honours students who are highly engaged with the programme achieve on average 9 marks above other Honours students, again proving that the programme has a positive impact on our HATs students. In Summer 2024, data for most able students has significantly improved at -0.11 and average attainment is 62.11 (19 HATs, 3 PP). This P8 score is almost in line with the whole cohort at -0.09. This has significantly increased compared to 2022/23,</p>

			<p>where the 19 HATs achieved a P8 score of -0.82 and average A8 of 56.26, with PP HATs achieving P8 score of -2.61 despite having the same average KS2 score on entry achieving 112.26.</p> <p><i>Please see full Honours Impact Statement</i> CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>KS4 French Cultural Capital Trip to Paris- December 2023 The Paris trip will boost the language acquisition and cultural capital of students in years 10 and 11 by offering them a trip to the French capital city. Student voice indicates that disadvantaged students have been most adversely affected the pandemic, and sometimes lack access to cultural visits outside of the classroom, particularly abroad.</p>	<p>£475 cost of trip – 50% subsidy for PP children (6 PP children are attending the trip) £237.50 funded per PP child = £1425</p>	<p>A2L in lesson PP Impact data at each data point and PP outcomes Review impact after each Data Point</p>	<p>6/38 disadvantaged students received high levels of financial subsidy to be able to access this wonderful opportunity.</p> <p>This resulted in increased engagement of disadvantaged students in languages, contributing to whole school EBACC priority. This trip was a vital component in increasing engagement with languages across the school, as well as enhancing the enrichment opportunities for cultural capital of PP students. Pupil voice from PP students has been positive for this trip. Overall attitude to languages across the school and including PP students has improved as evidenced by higher uptake of languages at KS4 next year. CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>

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

Budgeted cost: £ 123,771

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: £96,790		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. CHALLENGE NUMBERS ADDRESSED: 4, 5
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 will be provided with an effective base for support with revision, and will also be taught how to revise effectively in bespoke revision and examination technique workshops. Some of these sessions will include families too as part of the Parental Engagement Strategy. In 2023/24, 42 families engaged with the Family Revision Workshops (this is a decrease from 79 families in 2022/23). 100 families (34% PP) are signed up to the Parent Partnership Team to work closely with school. Revision skills are also taught explicitly to students through workshops as part of the

			<p>Honours, Scholars, Rising Stars Programmes as well as to year groups through Positively You and Human Utopia.</p> <p>Resources and equipment will also be provided for students.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>
<p>Human Utopia Workshops</p> <p>A life-changing 3 day programme offered to all Y11 students to improve the mental health and wellbeing of all participants by empowering them to make positive changes in their life. Dates booked 13/09/23, 08/11/23 and 11/01/24. EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>	<p>£6900</p> <p><i>From Recovery Premium</i></p>	<p>Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored.</p> <p>Review through student voice and impact in data.</p>	<p>Outcomes for disadvantaged students have increased for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
<p>‘Positively You’ Workshops</p> <p>Study skills sessions are offered to all Y8, 10 & 11 students to support students with resilience, aspiration and metacognitive strategies.</p> <p>Year 7 - Creative approaches to learning 20/10/23</p> <p>Year 8 - Mind Mapping 24/01/24</p> <p>Year 9 - Making informed decisions 13/03/24</p> <p>Year 10 - Super Speedy Study Skills 24/01/24</p> <p>Year 11 - Super Speedy Study Skills and Exam Busters 24/01/24 & 13/03/24</p> <p>EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>	<p>£3102</p> <p><i>From Recovery Premium</i></p>	<p>Progress and attainment is monitored in internal examination performance. Attendance records at sessions to be monitored.</p> <p>Review through student voice and impact in data.</p>	<p>Outcomes for disadvantaged students have increased for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
<p>National Enterprise Challenge</p> <p>Y7-9 3 days plus entry to national competition</p> <p>Ensuring quality of opportunity for all.</p> <p>February 2024</p> <p>EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>	<p>£4950 cost – PP to fund</p> <p>£1000 contribution</p>		<p>In 2022/23, the Y8 team this year came 2nd and presented at the ICC to over 1000 people. Strong impact in ensuring quality of opportunity for all. Outcomes for disadvantaged students have increased for 2023/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
<p>Breakfast Provision for all students in line with the National Breakfast Programme Scheme</p> <p>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</p>	<p>£4,000</p>	<p>Data submitted to the National Breakfast Programme</p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds a healthy and nutritional start, preparing them for the school day. All students across the Academy have been offered a free healthy breakfast bagel every morning this year – the uptake on this is</p>

<p>positive start to the day and promote access to learning. This scheme has been extended for 2024.</p> <p>EEF Research shows Extending the School Day can add +2 months onto learners, and that mentoring can have a positive impact on disadvantaged students in non-academic ways.</p>			<p>strong and we hand out 200 bagels within the scheme every morning. This will continue for 2024/25.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>
<p>Provision of resources to disadvantaged students</p> <p>Provision of support and resources to meet individual needs of students. This may include ICT, learning resources/ uniform items and travel support.</p> <p>There is a flowchart in place to ensure transparency with the pastoral team and fairness for students.</p> <p>EEF Research shows that school uniform does not have an academic impact on children, but it will ensure that PP students feel part of the community and will raise confidence.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that improving access to technology is crucial for improving outcomes for students.</p>	£1,500	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.</p> <p>Review after each Data Point.</p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources, uniform and travel support that may be barriers to learning where needed - this is done on a needs referral basis.</p> <p>PP students are offered bespoke support for resources such as uniform, equipment, travel and other educational needs through the pastoral flowchart system. We have also verified a number of applications from families for a free laptop digital device through the Curry's Tech4Families scheme.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>
<p>Academic Mentoring Programmes (Rising Stars, Honours etc)</p> <p>Academic mentoring is offered to disadvantaged students to support to promote progress and attainment across all subjects.</p> <p>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.</p>	(staffing costs)	<p>Regular meetings to take place with key PP students on various programmes such as Rising Stars or 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>Review after each Data Point</p>	<p><u>Rising Stars</u></p> <p>Rising Stars students have shown accelerated progress compared the rest of the year group consistently for the last 5 years of the intervention running. On average in 2021/22, Rising Stars progress was +0.23, compared to the rest of the year group at +0.13. On average in 2022/23, Rising Stars progress was +0.45, compared to the rest of the year group at +0.41. In 2023/24, KS3 Rising Stars achieved a higher APS in all year groups than non-Rising Stars at the end of the intervention, as well as achieving a better attitude to learning score in all year groups except for Year 8.</p> <p><u>Honours Programme</u></p>

			<p>20203/24 was our most successful year of the Honours programme, with 92 students Graduating from the programme.</p> <p><u>KS3</u></p> <p>Overall, Honours students in KS3 who are highly engaged and Graduated achieve on average 20 marks above other students. Looking closely at those Honours students who engaged well with the programme and therefore Graduated in June 2024, these students attained above other Honours students at the end of the year, showing that the Honours Programme has a positive impact on students who attend required sessions and complete set tasks. Honours students who are highly engaged with the programme achieve on average 9 marks above other Honours students, again proving that the programme has a positive impact on our HATs students.</p> <p><u>KS4</u></p> <p>In Summer 2024, data for most able students has significantly improved at -0.11 and average attainment is 62.11 (19 HATs, 3 PP). This P8 score is almost in line with the whole cohort at -0.09. This has significantly increased compared to 2022/23, where the 19 HATs achieved a P8 score of -0.82 and average A8 of 56.26, with PP HATs achieving P8 score of -2.61 despite having the same average KS2 score on entry achieving 112.26.</p>
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			<p>Honours data at KS4 shows positive impact. In Y11, Honours students achieved a significantly higher P8 score than HATs or other students. Honours students achieved more than half a grade above expected on average at +0.53, which was 0.77 grades above non-Honours students (P8 -0.24) and 0.71 above HATs (-0.18). Honours attainment was 24 points above non-Honours A8 at 59.66 (non-Honours A8 35.58).</p> <p><i>Please see full Rising Stars and Honours Impact Statements</i></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 outcomes have improved in 2023/24. Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100% attendance compared with the same time period last year.</p> <p>Doubly disadvantaged students are identified on a secondary priority list for absence phone calls and PP students are identified for Home Visits when absent from school.</p> <p>Across the Year groups, PP students have +2.5% higher attendance than other PP students in comparison to national data. When comparing to other schools (FSM Quintile 3) that gap remains the same at +2.5%. However, when we compare to schools with less PP children the gap increased to +3%. In comparison to National Data, PP students have higher attendance at STMCA than other schools (+7% better) where as Non-PP students are broadly in line with PA figures nationally.</p>

			Attendance remains a priority for further improvement. CHALLENGE NUMBERS ADDRESSED: 4, 5
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.	School Rewards budget	Behaviour points and reward points for PP vs non-PP students.	PP outcomes have improved in 2023/24. Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100% attendance. In terms of attitude to learning, there is still a gap of 0.15 on average (average PP A2L 2.03, average non-PP A2L 1.88). This remains a priority for 2024/25 to ensure that PP students are rewarded and positively encouraged / supported to build their resilience to close this attitude to learning gap. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Progress Leaders Academic Support is provided through Progress Leaders in all key stages to promote the progress and attainment of disadvantaged pupils. Progress Leader work with students on a one to one basis as well as in small groups and through school progress initiatives (e.g Rising Stars and Honours). EEF 'Covid-19 Support Guide For Schools' recommends that pupil wellbeing meetings are crucial for improving outcomes for students.	Staffing costs £43,288 (funded from RP)	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.	PP outcomes have improved in 2023/24. Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6
Pastoral Support Staffing Costs Leaders 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. EEF 'Covid-19 Support Guide For Schools' recommends that pupil wellbeing meetings are crucial for improving outcomes for students.	Staffing costs £36000 £30,000 from Recovery Premium and £6000 from PP	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.	PP outcomes have improved in 2023/24. Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. CHALLENGE NUMBERS ADDRESSED: 4, 5, 6

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>Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school. This has resulted in: Face to face Parents' Evenings were on average 73% booked with 69% attendance. Online Parents' Evenings were 52% booked with 49% attended. Attendance at face-to-face parents' evenings was on average 69% (this has increase from 63% in 2022/23) with attendance at online parent's evenings at 49% (this is in line with pre-pandemic attendance and has increased from 47% in 2022/23). Family Revision Sessions – 25 families attended the KS3 event January 2024 (14 PP, 13 FSM, 6 SEND) 17 families attended the Y10 event January 2024 (12 PP, 11 FSM, 5 SEND) All Y11 families were invited to the online Y11 Family Revision Event. No families came to the coffee mornings designed to build relationships with hard to reach families unfortunately. This group of parents remain a priority to engage with and build positive relationships with.</p>

			<p>16 hard to reach families attended the Healthy Living Workshops in 2023/24 (100% PP). This was in line with attendance in 2022/23 (17 families).</p> <p>Parental Engagement remains a focus for 2024/25. CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Family Revision Sessions ‘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. Review through student and parent voice after each event</p>	<p>Family Revision Sessions – 25 families attended the KS3 event January 2024 (14 PP, 13 FSM, 6 SEND) 17 families attended the Y10 event January 2024 (12 PP, 11 FSM, 5 SEND) All Y11 families were invited to the online Y11 Family Revision Event. 0 families attended – we are reviewing this provision using students and parent feedback for 2024/25.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>Parent Partnership Project 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. 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. Review through parent voice and attendance after each event.</p>	<p>Increased PP outcomes due to the triangulation of support from student – home – school. Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%.. 42 families engaged with the Family Revision Workshops in 2023/24 (this is a decrease from 79 families in 2022/23). 100 families (34% PP) are signed up to the Parent Partnership Team.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Alternative Progress Events for Hard to Reach PP families Vulnerable and hard to reach families are invited in to alternative ‘Parents Evening’ events which will be informal and accessible 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’.</p>	<p>£200</p>	<p>Parent Voice. Attendance. 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.</p>	<p>On average, 14% of families in each year group have not engaged with school this academic year. This has improved from 2022/23 when 24% of our families were categorised as hard to reach as they had not attended any school events that year. These figures were extremely positive in Years 9 and 11, where 2% and 3% of families did not engage with school throughout the year respectively. This is down to strengthened Parents Evenings systems and a strengthened Options Process in Year 9.</p>

			<p>Of the Hard To Reach families, an average of 57% were PP which is higher than the school proportion of PP.</p> <p>Engagement with school events is highest in Y9 and 11, with the largest percentage of hard to reach families in Year 8. In terms of PP family engagement, Y8 is the poorest engagement closely followed by Y7, which reverses the trends seen in previous years when Year 7 families including disadvantaged families were the most highly engaged with school. PP family engagement is lower than non-PP families in all year groups, with the gap largest in Y8 (previously, we have seen the biggest gaps in PP family engagement in Y9 and Y10). This will remain a focus for 2024/25. Hard to reach families are tracked and targeted to support engagement; PP Hard to Reach families remain a higher proportion of hard to reach families than non-PP (57% vs 42.6%).</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
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: £144		Staff Lead Mrs S Barker/ Mrs T Leese / Y7 Team	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Parental Engagement Strategy See Priority 10			See impact on pages 58-60 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	(staffing costs)	Attendance to transition evening and Y7 Parents Evening is tracked and families who	PP Families are engaged with their child's learning in a more informal setting from the start of Y7.

<p>Evening – PP families have follow up phone calls to open a direct line of communication. Families who are vulnerable 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>do not attend 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.</p> <p>Reward and Behaviour points.</p>	<p>Barriers to learning are identified and removed quickly.</p> <p>Relationship with PP families is built from the summer term before their child starts at STMCA through the Transition process.</p> <p>Attendance at face-to-face parents' evenings was on average 69% (this has increase from 63% in 2022/23) with attendance at online parent's evenings at 49% (this is in line with pre-pandemic attendance and has increased from 47% in 2022/23).</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</p>
<p>Y7 Transition Cultural Capital Trip to the Theatre</p> <p>Y7 Theatre trip to the 'The Nutcracker' at the New Vic Theatre, December 2023 to increase cultural capital.</p>	<p>£20 reduced to £16 PP (100 places) Approx. cost for 36 PP places = £144</p>	<p>Reward and Behaviour points</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>Positive attitudes to learning (and school)</p> <p>Boost in self-esteem</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>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>

			CHALLENGE NUMBERS ADDRESSED: 4, 5
<p>Enhanced Transition process for PP, SEND and LAC students</p> <p>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.</p> <p>EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</p>	(Staffing Costs)	<p>Targeted PP/ SEND/ LAC students are invited for enhanced transition days to support their pastoral and academic transition.</p> <p>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 to discuss SEND/PP/LAC students. Actions are put into place and documented and tracked about every child that is discussed.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>Transition Summer School</p> <p>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.</p> <p>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	<p>Review after Data Points using progress, behaviour and reward data</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>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>MAC Science Network Enrichment Opportunities at STMCA</p> <p>'Fab in the Lab' sessions take place fortnightly on TEAMS with three of our four MAC primaries choosing to attend (St Gregory's, Our Lady's CA and St Augustine's CA), with a focus on Y5 PP students.</p> <p>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.</p> <p>STMCA staff also deliver Science lessons on Forensic Science to Year 4 at STMCA.</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>	(Staffing Costs)	<p>PP students have enhanced transition to support their pastoral and academic transition to STMCA.</p> <p>PP students have high quality science provision with secondary resources to inspire a love of science.</p> <p>Review at each data point, and prior to transition starting</p>	<p>All activities have taken place with additional events held during Chemistry Week and British Science Week.</p> <p>In additional we have supported book reviews at MAC primary which has resulted in the sharing of further best practice to support transition with the trial of activities that are being adopted across the department from September (literacy trains).</p> <p>Year 7 data shows small closure of gap in APS from baseline to DP2: Baseline = -3.55 DP1 = -3.25 DP2 = -3.01</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>Year 8 and 9 data shows increasing gap in APS: Y8 DP1 = -2.19 Y8 DP2 = -6.35 Y9 DP1 = -4.74 Y9 DP2 = -6.35</p> <p>Year 10 data shows gap remains relatively unchanged: DP1 = -1.52 DP2 = -1.45</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
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Respect: Personal Development, Behaviour & Wellbeing

12. 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: £26,137

Staff Lead

Miss Nutall / Mrs S Barker

Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Pastoral Attendance Support Pastoral Support and a new attendance post has been introduced to promote the attendance of disadvantaged pupils. Diminish differences between disadvantaged and non-disadvantaged pupils in order to promote inclusion for	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.	Since 22-23 we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100%

<p>disadvantaged students. Students to be rewarded for improved attendance.</p> <p>Attendance lead to share attendance data with HOYs, tutors and SSOs regularly at Year Team meetings and also with SLT every Tuesday.</p> <p>The PP Attendance Strategy has shown impact and will continue.</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. EEF 'Covid-19 Support Guide For Schools' recommends that pupil wellbeing meetings are crucial for improving outcomes for 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>attendance compared with the same time period last year.</p> <p>Doubly disadvantaged students are identified on a secondary priority list for absence phone calls and PP students are identified for Home Visits when absent from school.</p> <p>Across the Year groups, PP students have +2.5% higher attendance than other PP students in comparison to national data.</p> <p>When comparing to other schools (FSM Quintile 3) that gap remains the same at +2.5%. However, when we compare to schools with less PP children the gap increased to +3%.</p> <p>In comparison to National Data, PP students have higher attendance at STMCA than other schools (+7% better) where as Non-PP students are broadly in line with PA figures nationally.</p> <p>Attendance remains a priority for further improvement.</p> <p>CHALLENGE NUMBERS ADDRESSED: 6</p>
<p>Rewards</p> <p>Provision of rewards scheme to promote achievement and attendance for disadvantaged students – See full PP Attendance Strategy plan.</p> <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>£1500</p>	<p>Reward scheme promoted through Act of Worship and uptake/ success monitored.</p> <p>Weekly, half termly, termly and yearly rewards to be given to students for progress and improved attendance.</p> <p>Track and monitor which students receive rewards.</p> <p>Review after each Data Point.</p>	<p>Since 22-23, we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100% attendance compared with the same time period last year.</p> <p>Doubly disadvantaged students are identified on a secondary priority list for absence phone calls and PP students are identified for Home Visits when absent from school.</p>

			<p>Across the Year groups, PP students have +2.5% higher attendance than other PP students in comparison to national data.</p> <p>When comparing to other schools (FSM Quintile 3) that gap remains the same at +2.5%. However, when we compare to schools with less PP children the gap increased to +3%.</p> <p>In comparison to National Data, PP students have higher attendance at STMCA than other schools (+7% better) where as Non-PP students are broadly in line with PA figures nationally.</p> <p>Attendance remains a priority for further improvement.</p> <p>CHALLENGE NUMBERS ADDRESSED: 6</p>
<p>EWO Attendance Officer</p> <p>A new school Attendance Officer will support the identification of persistently 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>£10,000 of EWO salary <i>Funded from Recovery Premium</i></p>	<p>Attendance levels for all persistently absent disadvantaged pupils are checked and acted upon immediately.</p> <p><i>Review attendance data every week at SLT meetings.</i></p>	<p>Since 22-23 we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100% attendance compared with the same time period last year.</p> <p>Doubly disadvantaged students are identified on a secondary priority list for absence phone calls and PP students are identified for Home Visits when absent from school.</p> <p>Across the Year groups, PP students have +2.5% higher attendance than other PP students in comparison to national data.</p> <p>When comparing to other schools (FSM Quintile 3) that gap remains the same at +2.5%. However, when we compare to schools with less PP children the gap increased to +3%.</p>

			<p>In comparison to National Data, PP students have higher attendance at STMCA than other schools (+7% better) where as Non-PP students are broadly in line with PA figures nationally.</p> <p>Attendance remains a priority for further improvement.</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– See full PP Attendance Strategy plan. Diminish differences between disadvantaged and non-disadvantaged pupils in order to promote inclusion for disadvantaged students. Students to be rewarded for improved attendance.</p> <p>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><i>From Attendance Budget</i></p>	<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.</p> <p>Review attendance data every week at SLT meetings.</p>	<p>Since 22-23 we have made significant improvements and closed the attendance gap between PP and non-PP students by 1.2%. An increased number of PP students have 100% attendance compared with the same time period last year.</p> <p>Doubly disadvantaged students are identified on a secondary priority list for absence phone calls and PP students are identified for Home Visits when absent from school.</p> <p>Across the Year groups, PP students have +2.5% higher attendance than other PP students in comparison to national data.</p> <p>When comparing to other schools (FSM Quintile 3) that gap remains the same at +2.5%. However, when we compare to schools with less PP children the gap increased to +3%.</p> <p>In comparison to National Data, PP students have higher attendance at STMCA than other schools (+7% better) where as Non-PP students are broadly in line with PA figures nationally.</p> <p>Attendance remains a priority for further improvement.</p>

			CHALLENGE NUMBERS ADDRESSED: 3, 6
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Total budgeted cost: = £471,008.70

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 2023 to 2024 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 2023/24, 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 2023/24 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 2023/24 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 2024/25. 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
Academic tutoring	Positively You and Human Utopia
Post 16 programme and internship	Careers Ready
Holiday Club	Port Vale HUBB Foundation
Duke of Edinburgh Bronze Award	Duke of Edinburgh
Stoke Scholars Programme plus various other one-off opportunities and visits	Higher Horizons

Service pupil premium funding (optional)

<i>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</i>
<p>We had 1 child who was eligible for the Service Pupil Premium in 2023/24, one student in Y11.</p> <p>The Y11 student left us with a P8 score of +0.235. This had increase significantly from -0.065 at DP1 Mocks.</p> <p>At DP0 at the start of Y10, the student was below expected progress at -0.16. At the end of the academic year, the student 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 Year 10.</p> <p>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.</p>
The impact of that spending on service pupil premium eligible pupils
<p>The impact of this intervention in 2023/24 was an improvement in the student's Maths from -0.71 Progress score in Maths at the start of Year 10 to -0.04 at DP2 end of Year 10. Overall at the end of Y11 however, the student did not achieve their target grade in Maths but achieved an overall positive P8 score.</p>

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 2023/24, and this work continues into 2024/25.