

Pupil Premium Strategy Statement 2023-2026 with End of Year 2024/25 Evaluation

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

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

School overview

Detail	Data
School name	St Thomas More Catholic Academy
Number of pupils in school	1014 KS3 and 4 (1136 including KS5)
Proportion (%) of pupil premium eligible pupils	398/1014 KS3/4 students are PP 2024-25 (39%) 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	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	M Rayner (Headteacher) C Eaton
Pupil premium lead	K Nuttall (AHT & PP Lead)
Governor / Trustee lead	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	£383,656.00 £24,400 resources
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£383,656.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium priorities link to STMCA School values of Faith, Excellence and Respect as well as the school and MAC priorities as listed in the SIP for 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 £383,656
	Desired outcomes and how they will be measured	Success criteria	Cost
1.	Performance of disadvantaged students will improve due to strengthened leadership and outcomes will increase at GCSE and at internal data points, through robust quality first teaching and monitoring within departments. Further embed a culture of student leadership KS3-5, by creating ensuring regular opportunities to lead through departments and across the whole school.	Positive Progress 8 score achieved for disadvantaged students who will perform in line with all non-disadvantaged students nationally.	£1,850
2.	Performance of disadvantaged students will improve due to a strong and personalised curriculum and outcomes will increase at GCSE and at internal data points.	Reward points outweigh behaviour points for disadvantaged students who are enjoying their bespoke curriculum. Positive Progress 8 score achieved for disadvantaged students who will perform in line with all non-disadvantaged students nationally.	£20,745
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.	£29,636
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.	£9,900
5.	Teaching and learning is improved in line with the new developmental system, with all staff engaging with data effectively to plan and teach consistently strong lessons.	100% of teaching across the Academy is secure as monitored through the new Lesson Review and MER process, and staff are highly engaged with their own development.	£5.998
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.	£187,324.40
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.	£4,779
8.	Attendance of disadvantaged students to extra-curricular opportunities is high profile and tracked and monitored effectively. Cultural capital opportunities are embedded within the curriculum in every department.	100% of disadvantaged students access at least one extracurricular opportunity.	£9,898.04
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.	£ 113,182
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.	£200
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.	£22, 867.54

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>Quality of Education</p> <p>To ensure increased the consistency of our ambitious curriculum implementation especially with regards to:</p> <ul style="list-style-type: none"> ○ Use of Learning Resource Centre ○ Active student participation ○ Retrieval of knowledge ○ Literacy to further develop standards of oracy and vocabulary acquisition. ○ Assessment and feedback ○ Use of data ○ To facilitate academic success particularly the English Baccalaureate using a waved and stepped approach building from resilient to independent and finally empowered students ○ Improve the performance of Most Able disadvantaged students with the secure implementation of the most able strategy and the Honours Programme. ○ Further improve outcomes for disadvantaged students. <p>Behaviour, Attitudes & Personal Development</p> <p>To Improve the behaviour and engagement of all students especially SEND and disadvantaged learners through:</p> <ul style="list-style-type: none"> • A tiered strategic approach to supporting all pupils • An effective and consistent form time program with clearly defined aims of the program and role of the tutor in Years 7-13 	<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>

- Further develop resilience and self-regulation for all students including the disadvantaged.
- Provide opportunities for students to link learning to careers, engaging employers and employees to enable access to careers opportunities, higher education and employment.

To raise the level of disadvantaged student attendance and punctuality in Years 7 -13 by:

- Ensuring that the importance and responsibility for attendance is understood by all stakeholders across the school
- Monitoring, celebrating and intervening early with pupil attendance

Leadership

Further Strengthen Leadership through:

- Implementation of an ambitious STMCA Middle Leadership Development Programme as well as targeted NPQ qualifications
- Effective induction of new leaders
- Work effectively within the MAC Pupil Premium network group to work collaboratively share and evaluate practice and further develop practice at STMCA.
- 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.

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: £ 52,231

Faith: Effectiveness of Leadership & Management				
1. Foster a cohesive Catholic community with strengthened leadership to improve outcomes for disadvantaged students				
Chosen Action / Approach:				
<p>Strengthen leadership through the development of an effective Pupil Premium Champion Team who deliver CPD to staff.</p> <p>Strengthen Middle Leadership further through a high quality bespoke CPD programme and effective induction of new leaders.</p> <p>MAC network meetings promote progress and transition.</p> <p>Director of School Improvement to work alongside Senior Leaders promote and quality assure effective use of pupil premium funds.</p> <p>Strengthen the leadership of various mentoring programmes to support disadvantaged students.</p> <p>Strengthen the Student Leadership Team across the Academy.</p>				
Allocated Funding:	£1,850	Staff Lead	Mrs S Barker / SLT	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact	
Pupil Premium Champions Team network A PP link member of staff in each department has been identified and has taken part in six 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.	(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. Review after each Data Point and at next PP Champion Meeting.	Disadvantaged students to make progress in line with or above non-disadvantaged students. The good progress made in terms of improving PP progress and attainment is sustained this year and improves further year on year. The gap between PP and non PP progress reduces further this academic year. PP students on average made -0.34% less progress than their non-disadvantaged peers.	

<p>EEF Research shows that strategies implemented such as use of TAs, within class attainment grouping, reading comprehension strategies, oral language strategies all have a positive impact on PP students, and PP Champions will develop use of these strategies in their department and feed information back to department staff to implement this.</p>		<p>HOD and SLT Line Managers quality assure department interventions to ensure that they are specific and linked to department priorities.</p>	<p>This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>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.</p> <p>EEF Research shows that Performance Pay has a positive impact of +1 months on learners.</p> <p>'The EEF Guide to the Pupil Premium' report states that evidence informed leaders can help to improve outcomes for disadvantaged students.</p>	<p>(Staffing costs)</p>	<p>Minutes taken and reviewed at each meeting. Data after each Data point to be presented to SLT and Governor to identify areas for improvement, Impact Statements from PP initiatives to be presented and analysed.</p> <p>Review Action plan and review of action plan.</p> <p>Post review Pupil Premium action plan.</p> <p>Review after each Data Point at SLT Meetings, and regularly through weekly Line Management.</p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students, and EBACC entries for disadvantaged students increase.</p> <p>Accountability is strengthened through appraisal, MER and PP Champions.</p> <p>19% of PP students were entered for EBACC which had increased from 15% in 23/24</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Pupil Premium Governor Meetings and CPD The AHT Pupil Premium Lead meets with the two PP Link Governors every term and after the academic Data Points to analyse the data and review the impact of PP spending and strategies implemented.</p> <p>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.</p> <p>The PP Governors' role becomes more interactive and they are involved with the range of initiatives on offer in school.</p>	<p>(Staffing costs)</p>	<p>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.</p> <p>Review Action plan.</p> <p>Post review Pupil Premium action plan.</p> <p>Review after each Data Point</p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students, and the gap between PP and non-PP progress and attainment further closes.</p> <p>PP Governors are well informed of school initiatives and are confident in challenging the impact of various aspects of the PP Plan.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<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.</p> <p>AHT PP Lead completed the PP Reviewer Training in July 2019 and as part of the role as SLE can work on PP Reviews</p>	<p>(Staffing costs)</p>	<p>PP Lead to update SLT after each SLE assignment or PP Review.</p> <p>Review Action plan and review of action plan.</p> <p>Post review Pupil Premium action plan.</p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison</p>

<p>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>		<p>Review after each Data Point</p>	<p>to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>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 LSP. Pupil Passports written and used every lesson by teaching staff. Communication between LSP and Teacher prior to every lesson to ensure the most effective teaching and learning for the student. Regular PP and SEN CPD for staff. CPD for LSPs on barriers and effective steps to take in lessons (SPAG focus/rewards/positive use of language/redrafting/comprehension questions to support checking of understanding). EEF Research shows that strategies implemented such as use of TAs, reading comprehension strategies and oral language strategies all have a positive impact on PP students, and SEN Champions will develop use of these strategies in each department.</p>	<p>Staffing costs £1,850</p>	<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.</p> <p>Review after each Data Point</p>	<p>SEN disadvantaged students to be supported to make progress, with individual needs addressed. The impact of the SEND Passports is to give teachers clear information on how best to work with each individual child, raising their confidence, self-esteem, resilience and attendance.</p> <p>24 PP students also have an additional need. Their progress to target was -0.81% which has improved from -1.7% in 23/24</p> <p>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>	<p>(Staffing costs)</p>	<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 after each PP MAC meeting</p>	<p>Disadvantaged students to make progress in line with or above non disadvantaged students in all subjects. Best practice is shared regularly across the MAC and transition is strengthened.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>

<p>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.</p>	<p>(Staffing costs)</p>	<p>Pupil premium SLT meetings. Review after each Data Point and feedback to SLT after each PP MAC meeting</p>	<p>Disadvantaged pupils to make accelerated progress in all subjects and to be in line with non-disadvantaged pupils nationally, closing the gap between PP and non PP.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>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 the 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 overseas trips, le French cinema event, provision of French magazines and reading materials, French marketplace event etc.</p>	<p>(Staffing costs)</p>	<p>SLT Meetings MER in Languages Faculty Student Voice Parent Voice Options Data Data Point Data</p>	<p>EBACC entry and attainment to increase for disadvantaged students.</p> <p>19% of PP students were entered for EBACC which had increased from 15% in 23/24</p> <p>CHALLENGE NUMBERS ADDRESSED: 2, 4</p>
<p>Leaders promote a culture of Growth Mindset and an understanding of Metacognition Growth Mindset, metacognition and resilience/ independence are key themes that run through staff CPD and student workshops throughout this year. Teaching and learning CPD will revisit practical strategies for questioning to support metacognition in 2024/25 to build upon the work done around effective questioning in 2023/24. Students taking part in personalised programmes such as 'Rising Stars' and Honours 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.</p>	<p>(Staffing costs)</p>	<p>Cohort identified and reviewed at each Data Point. Weekly mentoring meetings to take place with key PP students, including through strategies such as Rising Stars and Honours. Regular contact with parents/ carers. Data analysis and the completion of individual action plans to promote attainment and progress.</p>	<p>The Lesson Review process, Learning Walks information, and wider MER evidence will show that Growth Mindset and Metacognition strategies are in place throughout the Academy to complement the curriculum. In addition, Growth Mindset and Metacognitive strategies are embedded into Rising Stars, Progress Leader meetings, Honours, Scholars, Parent Partnership, Family Revision Sessions and AOWs.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when</p>

<p>Staff have previously received CPD on metacognition from Russell Spink through the Stoke Research School and continue to embed this thinking into their daily teaching practice.</p> <p>EEF Research shows that Metacognition Strategies can add +7 months onto a learner.</p>		<p>comparing PP cohorts by 0.54% on average from 23/24.</p> <table border="1" data-bbox="1529 235 2106 450"> <thead> <tr> <th colspan="2"></th> <th>All</th> <th>PP</th> <th>PP&SEND</th> <th>PP&PLAC</th> <th>PP&LAC</th> </tr> <tr> <th colspan="2"></th> <th colspan="5">DP2</th></tr> </thead> <tbody> <tr> <td>Year 7</td> <td>APS</td> <td>43.65</td> <td>41.86</td> <td>25.62</td> <td>31.18</td> <td>13.5</td> </tr> <tr> <td>Year 8</td> <td>APS</td> <td>45.51</td> <td>42.87</td> <td>31.52</td> <td>63.25</td> <td>24.92</td> </tr> <tr> <td>Year 9</td> <td>APS</td> <td>43.56</td> <td>42.86</td> <td>34.45</td> <td>NA</td> <td>57.46</td> </tr> <tr> <td>Year 10</td> <td>A8</td> <td>35.07</td> <td>30.92</td> <td>20.26</td> <td>16</td> <td>21.67</td> </tr> <tr> <td colspan="7">DFE</td></tr> <tr> <td>Y11 Summer 2025</td> <td>A8</td> <td>43.44</td> <td>37.48</td> <td>30.05</td> <td>NA</td> <td>13.25</td> </tr> </tbody> </table> <p>CHALLENGE NUMBERS ADDRESSED: 4</p>			All	PP	PP&SEND	PP&PLAC	PP&LAC			DP2					Year 7	APS	43.65	41.86	25.62	31.18	13.5	Year 8	APS	45.51	42.87	31.52	63.25	24.92	Year 9	APS	43.56	42.86	34.45	NA	57.46	Year 10	A8	35.07	30.92	20.26	16	21.67	DFE							Y11 Summer 2025	A8	43.44	37.48	30.05	NA	13.25		<p>Student Leadership</p> <p>There are a range of student leadership opportunities are on offer across the Academy and encourage PP students to apply. Ensure that the Student Leadership Team includes at least 37% of students from disadvantaged backgrounds.</p> <p>For 2024/25, the Student Leadership Team comprises of:</p> <ul style="list-style-type: none"> • 81 KS3/4 leaders (of whom 43 are newly appointed) • 37% of the total student leaders are in receipt of Pupil Premium, • 15% of the total student leaders have additional needs, • 30% of the total student leaders are male, • 70% of the total student leaders are female, 	<p>Disadvantaged students have a clear voice in school.</p> <p>Ultimately, this will increase PP outcomes and aspirations for the future.</p> <p>In preparation for the academic year 2024/25, we interviewed and appointed a new group of Student leaders which comprises of 86 Student Leaders (40 of whom are new), 28% male, 37% PP and 14% SEND.</p> <p>This will be the first year that the proportion of PP Student Leaders exceeds the proportion of PP students in school</p> <p>CHALLENGE NUMBERS ADDRESSED: 4 and 5</p>
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Y11 Summer 2025	A8	43.44	37.48	30.05	NA	13.25																																																							
<p>Teaching & Learning Development Group</p> <p>The TLDG focus on improving teaching and learning across the Academy. The TLDG consists of a group of highly engaged teachers who work closely with other staff to support learning and develop teaching. They consider strategies to improve the progress and attainment of students including the disadvantaged.</p> <p>TLDG staff are signed up for various CPD opportunities and regularly disseminate this information and training to all staff. TLDG oversee the half termly Teaching and Learning Newsletter.</p> <p>'The EEF Guide to the Pupil Premium' report states that quality first teaching for all is the best way to improve outcomes for</p>	<p>(Staffing costs)</p> <p>CPD</p>	<p>The TLDG will lead meetings to work collaboratively to develop strategies to support PP achievement.</p> <p>Review after each T&L Working Party meeting through minutes, and after each TLDG event</p> <p>There has been a robust programme of CPD in place for 2024/25 for all staff during Development Mondays which links to school priorities. The TLDG meet half termly to work developmentally on SIP priorities and this is well attended.</p> <p>Lesson Reviews, Learning Walks and External Reviews have shown lots of positive practice across school. The National College CPD opportunities are utilised by all staff regularly.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>																																																											

<p>disadvantaged students: a range of key strategies can be implemented in the classroom with impact and the TLDG will use the EEF research to develop new strategies to accelerate progress.</p>		
<p>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.</p>	<p>(staffing costs)</p>	<p>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 Appraisal, and refer to at each Line Management meeting throughout the year</p> <p>Outcomes for PP students further improve and the gap between the disadvantaged and non-disadvantaged closes further this academic year. PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>Continued Professional Development Strengthen leadership at all levels through high quality CPD, including an internal programme of Development Mondays, a new in-houses 'Outstanding Leaders Programme' for all 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.</p>	<p>Staffing costs, CPD budget pays for access to National College resources</p>	<p>Development Mondays Schedules, reviewed weekly at SLT meetings. CPD provision to be reviewed termly.</p> <p>There has been a robust programme of CPD in place for all staff during Development Mondays which links to the termly focus on the developmental MER schedule, and a new 'Outstanding Leaders Programme' for all Middle Leaders plus an extended offer to strengthen middle leadership. The number of teachers who are consistently secure in their practice is high through quality assurance as part of the new developmental MER schedule. 34 TLR holder have completed the 'Outstanding Leaders Programme' this year which is bespoke to STMCA, and 3 staff have complete the Extended offer of this programme. 2 staff have completed their NPQ this year, 4 are part way through an NPQ qualification and 3 members of staff have deferred their place due to maternity leave / medical and will resume in the future.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>

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: £20,745		Staff Lead	SLT, SENDCO and Middle Leaders
Actions	Cost	Monitoring & Evaluation	Impact
Learning Journey 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. 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.	(Staffing costs)	Data analysis <i>Review impact after each Data Point</i>	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. PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24. CHALLENGE NUMBERS ADDRESSED: 4, 5
Academic Mentoring 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. Programme launched with families to engage them in the process. <i>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.</i>	(Staffing costs)	Cohort identified and reviewed at each Data Point. Regular contact with parents/ carers. Data analysis. <i>Review impact after each Data Point</i>	The Rising Stars and Honours impact statements show a positive impact on disadvantaged students' progress and attainment – please see full impact statements. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5

<p>PLAC/ Service Children Support PP Lead has responsibility for PLAC budget for 2024/25 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.</p> <p>EEF Research shows that mentoring can have a positive impact on disadvantaged students in non-academic ways.</p>	<p>(staffing costs)</p> <p><i>£450 for a PLAC child to access fully funded music peripatetic lessons for the year already committed – see page 37</i></p>	<p>Attendance data. Progress and attainment data at data points.</p> <p>Review after each Data Point.</p>	<p>1 LAC student in 24/25. Attendance 68.3% achieving grade 6 in open subjects and grade 2 in basics.</p> <p>Students who are PLAC scored below their disadvantaged peers with the exception of Y8 PLAC who outperformed non-disadvantaged peers</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>																																										
<p>LSP SEND 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 £20,745</p> <p><i>(Assistant SENDCO salary and SENDCO TLR contribution at 36.67%)</i></p>	<p>Termly contact with parents/ students. MER data review and actions.</p> <p>PP SEND data tracked by AHT PP Lead, AHT SEND and SENDCo to triangulate support.</p> <p>Review SEND data at each Data Point</p>	<p>24 PP students also have an additional need. Their progress to target was -0.81% which has improved from -1.7% in 23/24</p> <p>NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds</p> <p>PP/SEND pupils benefit from positive steps being taken to ensure that they receive more frequent interventions, which focus on a variety of carefully selected targeted types of support including, but not limited to:</p> <table border="1" data-bbox="1372 906 2106 1044"> <thead> <tr> <th>Year Group</th> <th>Number of SEN in Year Group</th> <th>Number of PP Students</th> <th>PP %</th> <th>Number of students with weekly interventions</th> <th>Number of PP Students</th> <th>PP %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>42</td> <td>18</td> <td>42%</td> <td>32</td> <td>13</td> <td>40%</td> </tr> <tr> <td>8</td> <td>62</td> <td>29</td> <td>46%</td> <td>30</td> <td>17</td> <td>56%</td> </tr> <tr> <td>9</td> <td>42</td> <td>16</td> <td>38%</td> <td>16</td> <td>8</td> <td>50%</td> </tr> <tr> <td>10</td> <td>43</td> <td>19</td> <td>44%</td> <td>11</td> <td>6</td> <td>54%</td> </tr> <tr> <td>11</td> <td>45</td> <td>27</td> <td>60%</td> <td>12</td> <td>8</td> <td>66%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Metacognition coaching sessions • Assistive technology and touch-typing training • Emotionally-Based School Non-Attendance Support Group • Emotional Literacy Support Sessions • Reading Comprehension intervention • Inference intervention • Maths revision sessions • Targeted Maths pre and post-teaching • Language Development intervention • Handwriting and basic skills intervention 	Year Group	Number of SEN in Year Group	Number of PP Students	PP %	Number of students with weekly interventions	Number of PP Students	PP %	7	42	18	42%	32	13	40%	8	62	29	46%	30	17	56%	9	42	16	38%	16	8	50%	10	43	19	44%	11	6	54%	11	45	27	60%	12	8	66%
Year Group	Number of SEN in Year Group	Number of PP Students	PP %	Number of students with weekly interventions	Number of PP Students	PP %																																							
7	42	18	42%	32	13	40%																																							
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10	43	19	44%	11	6	54%																																							
11	45	27	60%	12	8	66%																																							

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.

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.

- Social Skills intervention
- Cognitive Behaviour Therapy

The KS4 ASDAN and King's Trust groups, which are offered to selected doubly-disadvantaged pupils, aims:

- To strengthen all of the crucial skills needed for adulthood;
- To steer our students onto a pathway to employment and enterprise;
- To build on the foundations of essential English and Mathematics skills learnt in Key Stage 3 – fully embracing and supporting students from their varying starting points;
- To consolidate and extend topics learnt within Relationships, Social, Health Education which directly affect our students within the locality;
- To educate the whole person by developing confidence and opportunities to learn through alternative methods of study;
- To boost engagement with motivation and in turn, improving achievement and attendance throughout all subjects;
- To secure each student's plans and preparations for their next step of education or training, after education at St Thomas More;
- To develop essential workplace skills which help students become career-ready individuals who are able to live safe, healthy and fulfilling lives.

During the course, doubly disadvantaged pupils benefit from a trip to an outward-bound centre; gaining the experience of abseiling, team building and axe-throwing which aims to develop social skills, confidence and communication skills whilst also adding to their cultural capital.

CHALLENGE NUMBERS ADDRESSED: 1-6

<p>Bespoke curriculum AIM Offer 2024-2025</p> <p>We are committed to providing a bespoke curriculum offer for our students, so where the need arises to ensure we keep the highest standards of attendance and attitudes to learning, we provide opportunities to work with local post-16 providers.</p> <p>For 2024-2025, we have created smaller teaching groups across the Y band population to support some of our vulnerable students where there is risk of them not achieving the Basics qualifications. The provision will have direct impact for these vulnerable students who will continue to study the full curriculum as well as accessing the level of challenge required for the individual's ability, ensuring every child can 'aspire to be more'.</p> <p>In doing this we have created small group study periods and opportunities to study an intensive reading programme to assist our students in accessing the external summer 2025 examinations.</p> <p>In creating this opportunity, we have worked with local colleges to provide a range of fully funded courses on a Friday. Examples include:</p> <ul style="list-style-type: none"> • Health and Social Care • Public Services • Hair and Beauty • Gaming 	<p>(Staffing costs)</p>	<p>Review after each Data Point</p> <p>Attendance and progress data</p>	<p>All students attending college complete their GCSE education and achieve GCSE grades in Basics to allow them to access L3 qualifications. No students become NEET. No student attending AIM is permanently excluded and therefore their bespoke curriculum prevents this from being necessary.</p> <p>NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 5</p>
<p>Persistently Disadvantaged Tracking</p> <p>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>	<p>(Staffing costs)</p>	<p>Review after each Data Point</p> <p>Attainment, attendance and progress data</p>	<p>Outcomes for persistently disadvantaged students will improve further.</p> <p>Students in Y11 showed large progress between their mock exams and their final GCSE grade. Y7 Persistently disadvantaged and Y10 also showed positive progress.</p>

				24/25			
				Year 7	APS	DP1	DP2
				Year 8	APS	44.34	43.68
				Year 9	APS	45.31	43.02
				Year 10	A8	29.6	31.66
						Mock	DFE
				Y11 Summer 2025	A8	27.78	34.43

CHALLENGE NUMBERS ADDRESSED: 1-6

Faith: Effectiveness of Leadership & Management

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

Chosen Action / Approach:

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

Allocated Funding:	£29,636	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.	£29,336 (36.67% of £80,000)	Review after each Data Point Attendance and progress data	All students attending external AP complete their education; no permanent exclusions are issued, and all students secure post-16 pathways and therefore are not NEET. NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds CHALLENGE NUMBERS ADDRESSED: 1-6

<p>University Key PP students take part in the 'University' 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 and 2 further students in Y10 will gain a place following applications. 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>FREE - £150 for transport</p>	<p>Track the impact of this through behaviour and reward scores for students and data at each Data Point. Review after each Data Point.</p>	<p>Accelerated progress is seen for the students on this programme due to the intensive mentoring and residential experience. The student achieved their target grade in Science, English Language, English Literature and Sports Studies CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>CEIAG Specific careers drop in sessions and workshops for targeted PP students to increase motivation and aspiration. All Y11s-13 have 1-1 careers meetings and PP students will take priority for these meetings in order to raise aspirations and motivation quickly. The internal Careers Advisor enhances this provision for vulnerable students from helping with applications to organising visits / hands on experiences. The two internal and external Careers Advisors liaise each week about Y11s-13 and key groups. 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.</p>	<p>(staffing costs)</p>	<p>Tracking is ongoing through Unifrog and destinations data. Review after each Data Point.</p>	<p>Student outcomes will increase and NEET figures will decrease. Destinations for PP students will be high quality Level 3 qualifications/ A Levels. NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Link with Higher Horizons as a Pilot School This academic year for the second 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.</p>	<p>Funding from Higher Horizons as we have a high</p>	<p>Track the impact of this through reward/behaviour scores for students and data at each Data Point. Review after each Data Point.</p>	<p>We have collaborated with Higher Horizons to run a number of events, trips and workshops again this year which have been highly valuable for our students.</p>

<p>80% of our Honours cohort is identified as UniConnect and 47% are UniConnect Target students so they are eligible for funding.</p> <p>EEF Research shows that Aspiration Interventions do not have an academic impact on children, but they will have a positive impact on the socio economic factors for disadvantaged students and will raise confidence and aspiration alongside other strategies.</p> <p>Links to the Gatsby Benchmark 4- Linking Curriculum learning to careers, and Benchmark 5. Encounters with employers and employees.</p>	<p>proportion of eligible students.</p>		<p>NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds</p> <p>Destinations for PP students will be high quality Level 3 qualifications/ A Levels.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Maximising opportunities to work with external agencies</p> <p>We work closely with outside agencies to maximise on opportunities for collaboration in the best interests of our students including vulnerable and disadvantaged students, including Higher Horizons, Opportunities Area, CEC etc. Many of these opportunities are targeted at students who are at risk of NEET.</p>	<p>FREE</p>	<p>Attendance, BFL, progress data and student voice.</p>	<p>Reduction in number of students who are at risk of NEET.</p> <p>NEET rate of 2.5% is significantly below the national average of 12.5% for 16–24-year-olds</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Medpath</p> <p>The Science department run the Medpath Programme in conjunction with Keele University: this is a widening participation initiative supporting those with the desire to enter into a medical career.</p>	<p>FREE</p>	<p>Attendance, BFL, progress data and student voice</p>	<p>Increased attainment and transition to high quality destinations.</p> <p>In 2024, 25, 26 Y9 and 10 students signed up for Medpath (27%).</p> <p>Student voice was very positive, with 100% of students enjoying the programme, and 93% being inspired to pursue a career in medicine.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>

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

Targeted Academic Support Budgeted cost: £ 217,899

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

- 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:	£9,900	Staff Lead	SLT
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
Department curriculum allocation <p>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.</p> <p>Specific focus for key Ebacc subjects and subjects where outcomes are below desired for disadvantaged students in line with the SIP.</p> <p>EEF Research shows that Digital Technology can add +4 months onto a learner- curriculum bids can be used for this. They can also be used to support Homework (+5 months) and extending school time (+2 months).</p>	£ 9,000 <p>Funds are bid for by department staff. <i>Please see spreadsheet of Curriculum bid outcomes for more detail.</i></p>	Evaluation completed by departments after each data point. <p>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.</p>	Disadvantaged pupils to make accelerated progress in all subjects and to be in line with non-PP pupils nationally. <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
Food & Nutrition Ingredient support <p>The Technology Department will subsidise ingredients for Food curriculum lessons for disadvantaged students (and in some cases pay in full where there is a high need) to allow all students in 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, and was scaled up for 2023/24 to support all KS3 students. We continue this strategy into 2024/25.</p> <p>Students are charged:</p> <p>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</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that providing resources where needed for learning is crucial for improving outcomes for students.</p>	£600 for KS3 £300 for KS4	Termly evaluation completed by department.	PP students will be provided with support removing barriers to learning in Technology to accelerate their progress. CHALLENGE NUMBERS ADDRESSED: 1-6 <p>9 out of the 13 students studying food were PP. PP students were -1.86 which was further away from their target compared to Non-PP.</p>

<p>AIM Alternative Provision AIM Offer 2024-2025</p> <p>We are committed to providing a bespoke curriculum offer for our students, so where the need arises to ensure we keep the highest standards of attendance and attitudes to learning, we provide opportunities to work with local post-16 providers.</p> <p>For 2024-2025, we have created smaller teaching groups across the Y band population to support some of our vulnerable students where there is risk of them not achieving the Basics qualifications. The provision will have direct impact for these vulnerable students who will continue to study the full curriculum as well as accessing the level of challenge required for the individual's ability, ensuring every child can 'aspire to be more'.</p> <p>In doing this we have created small group study periods and opportunities to study an intensive reading programme to assist our students in accessing the external summer 2025 examinations.</p> <p>In creating this opportunity, we have worked with local colleges to provide a range of fully funded courses on a Friday. Examples include:</p> <ul style="list-style-type: none"> • Health and Social Care • Public Services • Hair and Beauty • Gaming <p>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>	(staffing costs)	<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>PP students will be provided with key intervention in core subjects to accelerate their progress.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p> <p>Extra support given to students to increase their chances of achieving Basics through English interventions. Extra class created on the 'Y' population to decrease class sizes.</p>
<p>EBACC Plan</p> <p>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 bring joy and enrichment opportunities to the Language Faculty including a residential trip Berlin, following a successful trip to Paris last year, to increase cultural capital, confidence and attainment in languages.</p>	Staffing costs	<p>Behaviour/ reward points in lesson PP Impact data at each data point and PP outcomes Uptake of languages at KS4</p>	<p>Uptake of languages has increased at KS4, with 40 students studying languages in current Y10 2024/25 (20% PP), and 51 students opting for languages at the end of Y9 in 2024/25 (20 % PP).</p> <p>MFL results rose in summer 2025, bringing the school above national</p>

		Review impact after each Data Point	average for 4+ in both French (73.91%) and German (85.71%). APS for both subjects was 5+ CHALLENGE NUMBERS ADDRESSED: 1, 2, 4
Language Nut subscription To promote raised aspirations and attainment of students in EBACC and languages	<i>37% PP contribution to subscription done through the PP Department Curriculum bids</i>	Uptake of languages at KS4. Student Voice. Reduction in lesson removes from languages. Review after each Data Point.	French- PP students -0.17 progress to target compared to positive progress of non-PP In German- PP students achieved +0.5 progress to target compared to non-PP at +0.33 Italian- PP students achieved an average grade 4 compared to non-PP at grade 5. However PP students were lower on entry. CHALLENGE NUMBERS ADDRESSED: 1, 2, 4
PP Homework/ Study Club - ICT Access Study Sessions This strategy is strengthened for 2024/25 with the opening of the new Learning Resource Centre. Study Club is available every night after school in the LRC as provision of ICT facilities for disadvantaged students as well as after school staff support. In addition, we are working closely with the Digital Poverty Alliance to signpost vulnerable and disadvantaged families to obtain free laptops and devices through the 'Tech4Families' scheme. This is being marketed regularly by school and a high number of our families have already signed up for us to verify their applications. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. Digital technology can add +4 months. EEF 'Covid-19 Support Guide For Schools' recommends that improving the use of technology and providing resources for home learning is crucial for improving outcomes for students.	Staffing costs	Monitoring the use of ICT facilities through LRC access. Review after each Data Point.	All students including the disadvantaged have been offered the opportunity to attend homework club Monday – Thursday every week for the whole academic year in the new LRC with ICT facilities available. 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. CHALLENGE NUMBERS ADDRESSED: 4, 5
Academic Mentoring Programmes Academic mentoring through the Rising Stars and Honours Programmes in addition to Progress Leader caseload mentoring is offered to	(staffing costs)	Weekly meetings to take place with PP students. Regular contact with	Student independence and resilience has been a key focus all year through the Morning Mission Programme, with the aim

<p>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. EEF 'Covid-19 Support Guide For Schools' recommends that one to one/small group tuition is crucial for improving outcomes for students.</p>		<p>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>of equipping students with the resilience and skills to access high quality post 16 qualifications and placements as well as increasing progress and attainment.</p> <p>The Progress Leaders have also worked intensively with key students to increase their progress and achievement. Please see Rising Stars and Honours impact statements for details of key interventions.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
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Excellence: Quality of Teaching, Learning and Assessment / Outcomes for Pupils

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

Chosen Action / Approach:

Data tracking robust and used rigorously across the whole school to clearly identify all underachieving pupils.

Staff will be provided with CPD to ensure that assessment and feedback is regular and robust, providing 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 with the introduction of Knowledge Notes and further development of assessment opportunities.

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

Allocated Funding: £5,998	Staff Lead	SLT	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Data Tracking systems</p> <p>Data input and tracking systems are further developed to monitor and promote progress of all students including disadvantaged students. SMID continues to support the development of assessment systems to ensure that data input is transparent for all parties involved including students</p>	<p>Staffing costs £3,000</p> <p>Data package SMID</p>	<p>Quality assurance of data and Raising Attainment Plans (RAPs) approved by Head of Department and Line Managers.</p> <p>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.</p>	<p>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.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4</p>

and parents, and to ensure it can be used effectively by teachers to close gaps.	£2998	Review after each Data Point.	
<p>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.</p> <p>SLT PP lead challenges departments where expected progress is not being made for PP students. PP Champions analyse this data at every meeting to take back to their departments to affect change and improve outcomes for students.</p>	(staffing costs)	<p>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:</p> <p>QFT and planning focussing on PP achievement on Learner Profiles</p> <p>Fine setting of groups</p> <p>Intervention provision</p> <p>Targeted additional study sessions</p> <p>Review after each Data Point.</p>	<p>Progress and attainment for disadvantaged students further increases.</p> <p>Impact statements for all PP initiatives are written after each Data point and at the end of each term in order to assess value for money and to adapt accordingly.</p> <p>PP Data Analysis is then shared with SLT, HODs, HOYs, Governors, PP Champions and all teaching staff through meetings and regular CPD sessions.</p> <p>The PP Lead evaluates the strategy at the end of each term and makes appropriate changes.</p> <p>Department RAP plans have a focus on PP.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers.</p> <p>This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>
<p>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.</p> <p>EEF Research shows that Feedback can add +8 months onto learners.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that subject specific assessments are crucial for improving outcomes for students.</p>	Funded by the Exams budget	<p>Year 7 Baseline tests completed early in Autumn term.</p> <p>Data tracking system used to monitor.</p> <p>Review after baseline tests and use to inform planning and T&L</p>	<p>Year 7 baseline tests and GL tests were completed to support KS2 assessments and teaching and learning in KS3 and 4.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>
<p>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</p>	(Staffing costs)	<p>Curriculum sequences reviewed and on the website</p> <p>Cultural Capital Audits</p> <p>MER through the 'improve not prove' system</p>	<p>Disadvantaged pupils to make progress in line with non-disadvantaged pupils nationally.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers.</p>

<p>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 and development, and consistency of implementation and assessment, to refine curriculum sequencing within subjects and across subject areas and further embed assessment and cross curriculum links.</p> <p>EEF 'Covid-19 Support Guide For Schools' recommends that curriculum planning is crucial for improving outcomes for students. EEF Research shows that Feedback can add +8 months onto learners.</p>		<p>This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4</p>
<p>CPD</p> <p>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. Bespoke CPD opportunities are further embedded this year following the introduction of smaller targeted group session in May 2024 which were developed using Lesson Review and Learning Walk data.</p> <p>EEF Research shows that Feedback can add +8 months onto learners.</p> <p>Collaborative learning can add +5 months.</p> <p>The EEF suggest that Charlie Taylor's behaviour checklists are useful, so behaviour CPD will be led by AHT to revisit non negotiables and standards.</p> <p>EEF Research also shows that the 5:1 ratio of praise vs. criticism is essential for motivating disadvantaged students, as well as a meet and greet policy ('Improving Behaviour in Schools' Guidance Report, EEF). These are key non negotiables in our school and are driven through the TLDG, staff CPD, weekly briefings and Sharing Good Practice sessions, as well as permanently being on the staff bulletin. 'The EEF Guide to the Pupil Premium' report states that training for ITTs/ RATs will improve outcomes for</p>	<p>(Staffing costs)</p>	<p>Improvement to be seen in teaching and learning evidenced through MER. Student Voice completed for all subject areas through MER.</p> <p>Analysis of data and RAP plans.</p> <p>TLDG to lead CPD to develop and support staff and to grow capacity in school.</p> <p>Disadvantaged pupils to make accelerated progress in all subject areas and to be above non-disadvantaged students nationally including most able, SEND and boys.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>

<p>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>		
<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>Disadvantaged pupils to make accelerated progress in all subject areas and to be above non-disadvantaged students nationally.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</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)	<p>MER data shows improved teaching and learning. Student data shows improvement and progress.</p> <p>Teaching and Learning improves for all students including PP. Improved QFT has the biggest impact on PP students, as noted in the Sutton Trust Report. PP outcomes improve further.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers. This gap has increased by 0.1% in comparison to 23/24 however progress had increased when comparing PP cohorts by 0.54% on average from 23/24.</p>
<p>Digital Teaching Black Folder Expectations Teaching black folder expectations are embedded with all staff, and have been streamlined and moved to digital form. 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</p>	(Staffing costs)	<p>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> <p>Teaching and Learning improves for all students including PP. Improved QFT has the biggest impact on PP students, as noted in the Sutton Trust Report.</p> <p>PP students on average made -0.34% less progress than their non-disadvantaged peers.</p>

<p>throughout the year – time for this is allocated during Development Mondays time.</p> <p>To ensure that EEF Research strategies are put into place and that detailed and specific plans for PP and other key cohorts are put into place and reviewed regularly.</p>		
<p>Assessment and Feedback</p> <p>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, and 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>EEF Research shows that Feedback can add +8 months onto learners. Peer Tutoring can add +5 months and Collaborative learning can add +5 months (* some of these styles of teaching and learning have had to be adapted temporarily due to Covid 19 restrictions and social distancing).</p>	<p>(Staffing costs)</p>	<p>CPD to support staff development in order to give effective feedback which has a particular impact on PP progress.</p> <p>Review through Lesson Observations, Book Scrutiny, Learning Walks</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. This work continues into 2024/25.</p> <p>EEF Research shows that Homework can add +5 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that providing resources for home learning is crucial for improving outcomes for students.</p>		<p>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>Review through Lesson Observations, Book Scrutiny, Learning Walks.</p> <p>AHT to complete weekly reviews of Y7 Knowledge Organisers to collect data on implementation and to reward individual students.</p>
<p>IT Resources given to disadvantaged students through the Tech4Families Scheme with the Digital Poverty Alliance</p> <p>We regularly market 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</p>	<p>Free to school – school verify parental</p>	<p>AHT, SLT and HODs monitor the quality of homework set through book scrutiny, sims data, learning walks and student voice.</p>

<p>scheme supports all children to have access to a computer at home to use for remote learning or homework through our Teams portal.</p> <p>EEF Research shows that Homework can add +5 months onto learners. EEF 'Covid-19 Support Guide For Schools' recommends that providing resources for home learning is crucial for improving outcomes for students.</p>	<p>applications</p>		<p>applications and we keep a log of who we have verified for.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2, 4, 5</p>
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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 and MAPPER Reading Strategies improve reading and vocabulary skills and accelerate progress in reading with a focus on disciplinary literacy.

<p>Allocated Funding: £187,324.40</p>	<p>Staff T Leese Lead</p>		
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Bedrock Learning</p> <p>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.</p> <p>EEF Research shows that Reading Comprehension Strategies can add +6 months onto a learner.</p> <p>'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.</p>	<p>£3,650 for Bedrock Reading</p>	<p>Completion of Reading /Literacy tests. Analysis of literacy tests for disadvantaged students.</p> <p>Review impact after each Data Point</p>	<p>All disadvantaged students to raise performance to their reading ages. The proportion of reading ages to be at least in line with non-disadvantaged students in the school.</p> <p>PP students improved by 19% which is inline with non-pp at 20%</p> <p>100% of pupils involved in fresh start made progress during Bedrock lessons.</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.</p> <p>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.</p> <p>In particular, a focus has been placed in Disciplinary literacy and 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. 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 who have identified this as a CPD need.</p> <p>The new Marking & Feedback policy includes the expectations for literacy marking codes as a non-negotiable – CPD has been given to staff a number of times on this.</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><i>English budget</i></p>	<p>Student Voice. Data/ MER Cycle including RAP plans, class visits and book scrutiny, Bedrock data, reading age data. Questioning CPD planned.</p> <p>Review impact after each Data Point</p>	<p>To enhance literacy skills to further promote progress across all curriculum areas.</p> <p>PP outcomes in basics 4+ and 5+ will improve.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p> <p>PP students in Y7 scored in line with the non-disadvantaged peers, despite having lower scores on entry. In Y8 there was a 3 point gap but PP students were 3 points lower on entry. The gap was largest in Y9 of 6 points between PP and non-PP however PP were again much lower on entry.</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 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. She will also monitor the achievement of these students and review how to move</p>	<p>(staffing costs)</p>	<p>Student Voice. Data/ MER Cycle including RAP plans, class visits and book scrutiny, planning.</p> <p>Review impact after each Data Point</p>	<p>To sustain the 100% pass rate. To enhance literacy skills to further promote progress across all curriculum areas.</p> <p>PP outcomes in basics 9-4 and 9-5 will increase.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 2</p>

forward to support PP students in achieving the highest grades in ESB exam. EEF Research shows that Oral Language Interventions can add +5 months onto a learner.			100% pass rate in ESB
Small Group Intervention - English Specialist English Teachers to teach small groups in English to develop the progress of disadvantaged pupils. EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner. TAs can add +1 month onto learners.	Staffing costs £55,885	Teaching and learning MER cycle including lesson observation, learning walks and scrutiny of work Student Voice completed for all subject areas Analysis of data and RAP plans as part of Assessment MER. Review after each Data Point	Disadvantaged pupils to make accelerated progress in English and to be above all pupils nationally. CHALLENGE NUMBERS ADDRESSED: 1-2 100% of PP students made progress in the Fresh Start programme, as evidenced through both internal data (curriculum assessments) and external data (GL NGRT) 44% of the Catch Up programme were PP. 82% of PP students made progress from DP1 to DP2. This compares to 80% of non-PP students making progress.
Library Access The Library will be open regularly and key PP students are encouraged to attend. For the past 3 years, students entering the Academy have been enrolled for a Library Card at Longton Library and can now access books as well as ebooks online. This year, every child as a non-negotiable will have a suitable reading book for their Bedrock lessons in year 7&8. This will ensure that all PP students are reading suitable books from start to finish. This strategy will be monitored by using a reading diary which the child and teacher will fill in at the end of every Bedrock lesson. There will be a new reading club during break and/or lunch once a week so that students can come to the library and listen to a story being read.	Costing included in School Literacy Strategy	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. Bedrock testing. Reading ages analysis. Number of students taking out Library books.	The number of students accessing books increases and the number of students without a MORE book decreases. Literacy levels in PP students increase in line with on PP students nationally. CHALLENGE NUMBERS ADDRESSED: 1-2 100% of PP students made progress in the Fresh Start programme, as evidenced through both internal data (curriculum

<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>assessments) and external data (GL NGRT</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>77 PP students in Year 11 64 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>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)</p>	<p>Review impact after each Data Point in Y10 and 11 English</p>	<p>Disadvantaged pupils to make accelerated progress in English and to be in line with non-PP students nationally.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p> <p>Year 11 PP students scored 8.29 in the English bucket compared to 10.35 for non-PP. PP students were lower on entry than their non-disadvantaged peers.</p>

	<p>PP subsidiary £5.75 x 64 =£368</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 77 PP students =£673.75</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. HLTA support includes Keep up Y8 and Catch up Y7 and Y9 groups, English Phonics interventions through Fresh Start and also in Maths to support targeted disadvantaged Y11 students with the attainment gap.</p> <p>EEF Research shows that TAs can add +1 month onto a learner.</p>	<p>£67,636</p> <p><i>HLTA Maths: £35,637 HLTA English: £31,999</i></p>	<p>English and Maths Head of Departments to meet regularly 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>Improved Basics outcomes for PP students. Disadvantaged students to make progress in Basics which is in line with or above non-disadvantaged students nationally.</p> <p>In 24/25 51% of disadvantaged students achieved Basics at grade 4 or above. Compared to 44% Nationally. 29% of disadvantaged students achieved a grade 5 or above compared to 26% Nationally.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-2</p>
<p>School Numeracy Strategy Numeracy skills are being delivered through the Maths department and through dedicated numeracy events on the school calendar.</p>	<p>(staffing costs)</p>	<p>Data tracked at each DP and impact measured for students on the programme.</p> <p>Review impact after each Data Point</p>	<p>Improved Maths outcomes and improve numeracy in PP students. Disadvantaged students to make progress in Mathematics which is in line with or above non-disadvantaged students nationally.</p> <p>PP students in Y7 scored 2.5 points lower the non-disadvantaged peers, despite having lower scores on entry.</p>

			<p>In Y8 there was a 3 point gap but PP students were 3 points lower on entry. The gap was largest in Y9 of 6 points between PP and non-PP however PP were again much lower on entry.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>Small Group Intervention - Maths Specialist Maths Teachers to teach smaller 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 Student Voice completed for all subject areas Analysis of data and RAP plans as part of Assessment MER. <i>Review after each Data Point</i></p>	<p>Disadvantaged pupils to make accelerated progress in Maths and to be above all pupils nationally.</p> <p>The wave 2 year 7 cohort- 55% were Pupil Premium and 73% SEND, with 36% being pupil premium and SEND. For wave 2 64% of students improved their score by an average of 7%. The year 8 keep up cohort 79% of the cohort were SEND and 57% PP with 50% of the cohort PP and SEND, of this cohort 71% of the cohort improved by 11%.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>Scientific Calculators Every PP child in Y7 and Y10 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><i>Y10 calculators are being funded through a successful Maths department PP bid</i></p>	<p>Monitor students home learning completion on team's assignments. Monitor use and the ability to access calculator topics in lessons.</p>	<p>Disadvantaged pupils to make accelerated progress in Mathematics and to be in line with non-PP students nationally.</p> <p>PP students gained an average of a grade 3 in summer 2025 compared to grade 4 of non-PP. PP students were lower on entry but were -0.65 PTT compared with -0.09 of non-PP.</p> <p>DP2 Y7 Average point score PP 48.41 compared to non-PP at 51.01. PP students were lower on entry into Y7.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>

<p>Maths Specialist Equipment Packs for disadvantaged Y7 students</p> <p>PP children have access to a Maths equipment pack to remove barriers to learning. This will allow students to practice using the maths equipment correctly and to complete high quality class and homework.</p>	<p><i>This is being funded through a successful Maths department PP bid</i></p>	<p>Monitor students home learning completion on team's assignments. Monitor use and the ability to access all topics in lessons.</p>	<p>Disadvantaged pupils to make accelerated progress in Mathematics and to be in line with non-PP students nationally.</p> <p>DP2 Y7 Average point score PP 48.41 compared to non-PP at 51.01. PP students were lower on entry into Y7.</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>77 PP students in Year 11 64 PP students in Y10 £3.15 each, reduced to £2 per PP student (£1.15 subsidy x 141 students = £162.15)</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>Disadvantaged pupils to make accelerated progress in Mathematics and to be in line with non-PP students nationally.</p> <p>PP students gained an average of a grade 3 in summer 2025 compared to grade 4 of non-PP. PP students were lower on entry but were -0.65 PTT compared with -0.09 of non-PP.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1</p>
<p>Progress Leader Mentoring</p> <p>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.</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</p>	<p>Review impact after each Data Point</p>	<p>Students selected for the programme show accelerated Progress when compared to the rest of the year group. Impact Statements are written after each wave.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4 + 5</p>

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: £4,779	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. Disadvantaged 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>£2000</p> <p>(within this, £200 funded to support the purchase of new Honours books for the Library)</p>	<p>Student and Parent Voice. Data at each Data Point and evaluation completed on programme.</p> <p>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>In 2024/25, we have had the most successful year of the Honours Programme, with a record-breaking 120 students graduating from the programme and receiving their Honours Award at Celebration Evening on 30th June 2025 at the King's Hall. 75% of Honours students in Years 7-10 graduated from the programme this year, showing exceptionally high levels of engagement; this figure was higher for KS3 at 78%, and there is virtually no disadvantage gap, with 72% of all PP Honours in Years 7-10 graduating from the programme.</p>

			<i>Full Impact Statement Available</i> CHALLENGE NUMBERS ADDRESSED: 1-6
<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 four 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>	£2,779	<p>All students Graduated from the programme in 2024/25, with 10 x 2:1 grades and 4 x 2:2 grades. 100% final assignment submission rate and 71% of students achieving a 2.1 or 1st in their final assignment (4% higher than UK average). The average tutorial attendance rate was 92%. STMCA students achieved higher than average baseline marks at the start of the programme, and with a challenging final assignment, it was harder for students to make significant progress (10% progress on average). However, STMCA students' final marks were close to national average across all areas (written communication, subject knowledge and critical thinking). The baseline and final assignments show that the students are working at a key stage above their current in these competencies. 100% of our students had the academic self-efficacy to attend University following the programme.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>	

<p>In House 'Scholars Programme' 24 Y10 students who previously took part in 'The Brilliant Club's 'Scholars Programme' during Y8 or Y9, will continue this work this year by taking part in the 'Stoke Scholars' programme in conjunction with Higher Horizons, accessing a trip to a University followed by tutorials. PP students were positively included throughout the application process to ensure that they access the same opportunities and removing barriers to learning. EEF Research shows that Small Group Tuition can add +4 months. Links to the Gatsby Benchmark -2 Learning from career and labour market information, Benchmark 5. Encounters with employers and employees, and Benchmark 7 – Encounters with Further and Higher Education.</p>	<p>Funded by staffing costs in school.</p>		<p>30 Y10 Students have successfully completed the Stoke Scholars Programme this year in conjunction with Higher Horizons. On average the Stoke scholars students had a points score of 57.45 which was above the year group average of 35.04.</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>	<p>Staffing costs & CPD budget</p>	<p>Development Mondays Schedule NPQ competition Outstanding Leaders Programme impact CPD provision to be reviewed termly.</p>	<p>There is a robust programme of CPD in place for all staff during Development Mondays. The number of teachers who are consistently secure in their practice has rise this year, evidenced through MER quality assurance.</p>

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

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

Chosen Action / Approach:

Disadvantaged students are able to access extra-curricular, enrichment and residential activities where funding is not a barrier to their learning and development.

Cultural capital opportunities are embedded throughout the curriculum in school and through extra-curricular activities.

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

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

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

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

Allocated Funding: £9,898.04		Staff Lead	Mrs S Barker / T Leese / SLT
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>Arts On Angels All students have access to fortnightly 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 English, Music and Performing Arts departments.</p> <p>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.</p>	(staffing costs)	Arts On Angels schedule and spreadsheet of student engagement.	<p>Outcomes for PP students improve in all areas with a focus on Music and Performing Arts due to developed cultural capital.</p> <p>CHALLENGE NUMBERS ADDRESSED: 2, 4</p>
<p>Musical Peripatetic lesson support for PP students Support is given to ensure that all pupils have full access to broad educational experiences and participation in the Arts, such as music peripatetic lessons. Music lessons are offered through Ollie Docksey Music and the City Music Service and this year we are focussing on increasing engagement with music peri lessons in Y7 and 8, by funding places for 18 PP children to have small group peri lessons for one year to encourage uptake of Music at KS4 and to remove barriers to learning. Attendance to peri lessons is tracked.</p> <p>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>£2250 (this will fund 18 Y7 and Y8 PP children to have small group lessons for 1 year 2024/25)</p> <p>+ £450 for a PLAC student to access fully funded one to one lessons</p>	<p>Uptake increased for disadvantaged students accessing peri lessons. Attendance of PP student to peri lessons is tracked.</p> <p>Student voice</p> <p>Review impact after each Data Point on peri registers.</p>	<p>All disadvantaged students can access music lessons if desired, resulting in raised self-esteem and confidence.</p> <p>Target of 50 students taking peri lessons, at least 35% PP (18 children)</p> <p>CHALLENGE NUMBERS ADDRESSED: 2, 4, 5</p>
<p>Enrichment and Extra-curricular Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, sporting events and subject specific curriculum trips. Over 100 extra-curricular clubs will be offered across the Academy.</p> <p>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.</p>	£500	<p>Uptake of disadvantaged student on the range of experiences offered in school.</p> <p>Attendance of PP student to extra-</p>	<p>In 2024/25, students have had the opportunity to attend 88 enrichment clubs/ events per term as well as a wealth of enrichment trips, workshops and opportunities to increase their cultural capital and improve their ability to access the curriculum.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</p>

<p>We will continue to develop links with outside agencies to offer high quality enrichment opportunities.</p> <p>The new Rewards system recognises student attendance to extra-curricular.</p> <p>The Languages Faculty have secured membership to the National Theatre's online collection through Drama Online to provide all of our students access to a collection of over 50 plays including Shakespeare and contemporary performances. These have been shared with our Languages and Drama teams to expose students to a wealth of cultural capital opportunities.</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>		<p>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 extra-curricular registers.</p>	
<p>Outward Bound Residential Experience</p> <p>Provision of Outward Bound residential experiences for disadvantaged students.</p> <p>12 Year 9 student X 5day experience (Outward bound Trust, January 2025)</p> <p>12 Year 8 student X 5day experience (Outward bound Trust, April 2025)</p> <p>EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.</p>	<p>Cost of each event: £6803 (-3791.45 charitable OBT financial assistance = £3011.55)</p> <p>£250.96pp x 12 students</p> <p>Students to contribute £50 pp, remaining cost to school PP budget £200.96 per student = £2411.52</p> <p>X 2 events per year = £4,823.04</p>	<p>Student and parent voice.</p> <p>Recruitment for the visit based on disadvantaged students.</p> <p>Progress and behaviour data to be reviewed for impact at each Data Point.</p> <p>Review through student and teacher voice and impact in B4L and assessment data following event</p>	<p>24 persistently disadvantaged students in Y8 and 9 attended 2 residential Outward Bound Experiences in 2023/24 and gained increased confidence and aspiration, as well as further developing skills to access education and future employment.</p> <p>12 Y9 students attended the trip in January 2025 and 12 Y8 students attended in April 2025.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Duke of Edinburgh Award</p> <p>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 year.</p> <p>Please see the full DofE Development Plan for information.</p> <p>EEF Research shows that Outdoor Adventure Learning adds +4 months onto a learner.</p>	<p>Funding was available from the DFE and DCFS to support DofE set up and costs for the last 3 years, but this has now ceased.</p> <p>£1275 licence fee following 3 years of DofE funding</p>	<p>Student and parent voice.</p> <p>Recruitment based on disadvantaged students.</p> <p>Progress and behaviour data to be reviewed for impact at each Data Point.</p> <p>Review through student and teacher voice and</p>	<p>21 students are completing their DofE Award at Summer 2025 with the expedition taking place in July 2025.</p> <p>For 2025/26, we are expanding the DofE offer to include offering the Silver Award for eligible students.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>

		impact in B4L and assessment data	
<p>CREST Science Award Provision of Bronze, Silver and Gold 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.</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 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>Increasing the achievement of the most disadvantaged students, increasing employability and improving engagement in science. The students will have the opportunity of developing a range of skills including scientific investigation, innovation, self-confidence, presentation, literacy as well as numeracy and a greater awareness of the use of science in the world. 21 students (7 PP 33%) have been studying this year for their CREST national award in extracurricular time; 14 students have now passed Bronze, and work is ongoing for 3 students studying Silver and 1 for Gold.</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 See priority 7 for more information P33-34.</p> <p>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.</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>(Funding included in Priority 7, P33-34)</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>See Impact P33</p> <p>CHALLENGE NUMBERS ADDRESSED: 1-6</p>

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

Budgeted cost: £ 113,182

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: £113, 182		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.	<i>Included in resources budget below</i>	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. <i>EEF Research shows that Small Group Tuition can add +4 months and extending school time can add +2 months onto a learner.</i>	£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. <i>Review through student voice and impact in data following holiday events.</i>	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 have included families too as part of the Parental Engagement Strategy. Resources and equipment will also be provided for students. 8 families engaged with the first Y11 Family Revision Workshop in 2024/25 including 6/8 PP families, 6/8 FSM, 6/8 PDis, 3/8 SEND families. At the second Y11 Family Revision workshop this year, 12 students and their families attended (4 Persistently disadvantaged, 9 FSM, 9 PP, 7 SEND). KS3 revision workshops were	

			<p>offered to students only in preparation for end of year Curriculum Assessments.</p> <p>Healthy Living Workshops were held in January and were very positive events, with 13 hard to reach and vulnerable families attending (100% PP). This was in line with attendance in 2023/24 (16 families).</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5, 6</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 positive start to the day and promote access to learning. This scheme continues this year.</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>	£4,000	<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. This has been successful this year and is continuing into 2025/26.</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 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>	£1,000	<p>Half termly reviews to discuss the progress and welfare of disadvantaged pupils in all year groups.</p> <p>Review after each Data Point.</p>	<p>The aim of the support is to give pupils from disadvantaged backgrounds support with learning resources, uniform and travel support that may be barriers to learning.</p> <p>PP students are offered bespoke support for resources such as uniform, equipment, travel and other educational needs through the pastoral flowchart system.</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>	(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</p>	<p>Disadvantaged students to make progress in line with or above non-disadvantaged students nationally.</p> <p><i>Please see Rising Stars and Honours End of Year Impact Statements</i></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.		individual action plans to promote attainment and progress. <i>Review after each Data Point</i>	CHALLENGE NUMBERS ADDRESSED: 1-6
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.	(staffing costs)	PP Impact data at each data point PP outcomes PP attendance	There is no gap between PP and non-PP attendance or achievement of Reward Points. Attendance and outcomes for PP students improves and PP students achieve a positive P8 score. 24/25 Y11- Average attendance for PP was 86% compared to 95% non-PP. This continues to be a focus in 25/26
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 students achieve reward points and behaviour points in line with non-PP students and gaps are closed. Attendance and outcomes for PP students improves and PP students achieve a positive P8 score. Ratio of positive to negative behaviour points was 91% for non-pp and 88% for PP. This continues to be a focus in 25/26 In 24/25 the attendance gap between PP and Non-PP students has been 5.38% which is a slight improvement of 0.07% from last year
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	Staffing costs £71, 338	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.	Attendance and outcomes for PP students improves and PP students achieve a positive P8 score.

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.			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.	<i>Staffing costs £36000</i>	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.	Attendance and outcomes for PP students improves and PP students achieve a positive P8 score. In 24/25 the attendance gap between PP and Non-PP students has been 5.38% which is a slight improvement of 0.07% from last year 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: £200	Staff Lead	Mrs S Barker/ Miss Nuttal	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
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. of the EEF Report – 'Working With parents to Support Children's Learning'. EEF Research shows that Parental Engagement can add +3 months onto learners.	Staffing costs	Parent Voice. Parental engagement and attendance. Review through student and parent voice after each event	Improved communication between home and school. Increased outcomes due to the triangulation of support from student – home – school. 8 families engaged with the first Y11 Family Revision Workshop in 2024/25 including 6/8 PP families, 6/8 FSM, 6/8 PDis, 3/8 SEND families. At the second Y11 Family Revision

<p>EEF 'Covid-19 Support Guide For Schools' recommends that regular and supportive communications with parents is crucial for improving outcomes for students.</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><i>Costing included in Priority 9 page 39</i></p>	<p>Parent Voice. Parental engagement and attendance. Review through student and parent voice after each event</p> <p>8 families engaged with the first Y11 Family Revision Workshop in 2024/25 including 6/8 PP families, 6/8 FSM, 6/8 PDis, 3/8 SEND families. At the second Y11 Family Revision workshop this year, 12 students and their families attended (4 Persistently disadvantaged, 9 FSM, 9 PP, 7 SEND). KS3 revision workshops were offered to students only in preparation for end of year Curriculum Assessments.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3</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 outcomes due to the triangulation of support from student – home – school. Increased attendance equivalent to 10% of the school population.</p> <p>Only 85 families across the whole school did not engage with school events in 24/25. Out of these 41.4% were PP which is inline with the school PP figure.</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>Improved communication between home and school for a key cohort of hard to reach families. Increased outcomes due to the triangulation of support from student – home – school.</p> <p>Only 85 families across the whole school did not engage with school events in 24/25. Out of these 41.4% were PP which is inline with the school PP figure.</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 <i>See Priority 10</i>			CHALLENGE NUMBERS ADDRESSED: 3
Transition Parental Engagement Specific interventions are offered to parents of PP students to ensure that they attend Transition evening and Y7 Parents Evening – PP families have follow up phone calls to open a direct line of communication. Families who are vulnerable and need additional support may also be invited in for a meeting with the pastoral team to support transition. EEF Research shows that Parental Engagement can add +3 months onto learners.	(staffing costs)	Attendance to transition evening and Y7 Parents Evening is tracked and families who do not attend receive follow up phone calls to offer an alternative slot. Phone calls home to PP families are tracked and logged to build a picture of communication with home. Reward and Behaviour points.	PP Families are engaged with their child's learning in a more informal setting from the start of Y7. Barriers to learning are identified and removed quickly. Relationship with PP families is built from the summer term before their child starts at STMCA through the Transition process. 63% of families attended the Parents Evening in July 2025. CHALLENGE NUMBERS ADDRESSED: 3

<p>Y7 Transition Cultural Capital Trip to the Theatre Y7 Theatre trip, December 2024 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 PP Impact data at each data point and PP outcomes 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. Positive attitudes to learning (and school) Boost in self-esteem Eventual progress at DPs</p> <p>This trip took place in December to the New Vic Theatre to see the Three Musketeers.</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 4, 5</p>
<p>EAL / Mid-Year Admissions Support EAL or mid-year admission PP students will receive a follow up meeting and regular contact with family for the first 6 months of their journey at STMCA. 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. 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 Student Support Officers to support the personal and pastoral transition and development of disadvantaged students <i>See Priority 9</i> 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. 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. Student Support Officers in all year groups were introduced in 2018 to support the pastoral wellbeing of each child and to communicate effectively with parents. The impact of this has been our lower than national FTE figures.</p> <p>CHALLENGE NUMBERS ADDRESSED: 4, 5</p>
<p>Enhanced Transition process for PP, SEND and LAC students Students who are vulnerable will be invited for additional transition sessions to support their academic and pastoral transition. Transition work starts in Y4 and 5. We provide an extra day of transition for 'vulnerable students' coming up in Year 7.</p>	<p>(Staffing Costs)</p>	<p>Targeted PP/ SEND/ LAC students are invited for enhanced transition days to support their pastoral and academic transition. Review at each data point, and prior to the transition process</p>	<p>PP students have improved pastoral and academic transition, and relationships are built up quickly with students and families to ensure that progress is maintained when they start at Secondary School.</p>

<p>EEF Research shows that mentoring can have a positive non-academic impact on disadvantaged students.</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 Students are invited in for a summer school to enhance their transition. We are engage with the Hubb and plan various activities over summer, half terms and Christmas. EEF 'Covid-19 Support Guide For Schools' recommends that a transition summer school is crucial for improving outcomes for students.</p>	<p>Funded by the Hubb Foundation</p>	<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 'Fab in the Lab' sessions take place fortnightly on TEAMs with three of our four MAC primaries choosing to attend (St Gregory's, St Martia Goretti, Our Lady's CA and St Augustine's CA), with a focus on Y5 PP students. In the final half term, the MAC Primary schools are invited to bring students to STMCA to work in a laboratory. This has a focus on PP students from Year 5. STMCA staff also deliver Science lessons on Forensic Science to Year 4 at STMCA. MAC Science meetings enable good practice to be shared and aim to develop a consistent approach to teaching Science across the MAC. A range of PP opportunities take place with a PP HAT focus e.g. 'Year 7 Space Lab', 'KS3 making cornflour Christmas decorations', 'the IOP live in person screening of the Christmas lecture to be shown in BBC 4' and 'Top of the Bench' competition.</p>	<p>(Staffing Costs)</p>	<p>PP students have enhanced transition to support their pastoral and academic transition to STMCA. PP students have high quality science provision with secondary resources to inspire a love of science.</p> <p>Review at each data point, and prior to transition starting</p>	<p>We have delivered Fab in the Lab to all our MAC Primary Year 5 classes via online fortnightly sessions throughout 24/25 and this culminated with a face to face session at STMCA. Student voice from the Y5 students is below:</p> <table border="1" data-bbox="1596 795 2129 1276"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>The Fab in the Lab sessions have been interesting</td> <td>49%</td> <td>41%</td> <td>9%</td> <td>1%</td> <td>0%</td> </tr> <tr> <td>The science I have learnt in Fab in the Lab has been related to my everyday life</td> <td>21%</td> <td>16%</td> <td>40%</td> <td>19%</td> <td>3%</td> </tr> <tr> <td>I really like science</td> <td>33%</td> <td>40%</td> <td>17%</td> <td>7%</td> <td>3%</td> </tr> <tr> <td>I would like to study Science at St Thomas More</td> <td>48%</td> <td>19%</td> <td>22%</td> <td>5%</td> <td>6%</td> </tr> <tr> <td>I would like a job that uses Science</td> <td>11%</td> <td>35%</td> <td>7%</td> <td>25%</td> <td>22%</td> </tr> </tbody> </table> <p>The sessions mean all students, including PP, have familiarity with Science at STMCA before transition.</p>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	The Fab in the Lab sessions have been interesting	49%	41%	9%	1%	0%	The science I have learnt in Fab in the Lab has been related to my everyday life	21%	16%	40%	19%	3%	I really like science	33%	40%	17%	7%	3%	I would like to study Science at St Thomas More	48%	19%	22%	5%	6%	I would like a job that uses Science	11%	35%	7%	25%	22%
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			<p>The forensics workshops with Y4 students during summer term 2025 are the start of their Fab in the Lab journey for 25/26.</p> <p>CHALLENGE NUMBERS ADDRESSED: 1, 4, 5</p>
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<h3>Respect: Personal Development, Behaviour & Wellbeing</h3>			
<p>12. Improve the attendance of disadvantaged students and reduce PP PA figures.</p>			
<p>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.</p>			
Allocated Funding: £22, 867.54	Staff Lead	Miss Nuttall / Mrs S Barker	
Actions	Cost	Monitoring & Evaluation *Date of Review	Impact
<p>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 disadvantaged students. Students to be rewarded for improved attendance. Attendance lead to share attendance data with HOYs, tutors and SSOs regularly at Year Team meetings and also with SLT every Tuesday. The PP Attendance Strategy has shown impact and will continue. EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes.</p>	Staffing costs £11,747.54 (36.76% of salary costs incl. on-costs)	Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school. Review attendance data every week at SLT meetings.	Disadvantaged students' attendance improves and levels of persistent absence reduce. In 24/25 the attendance gap between PP and Non-PP students has been 5.38% which is a slight improvement of 0.07% from last year we are in decile 3 (top 20-30% of schools) for FSM Persistent absence

<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>			CHALLENGE NUMBERS ADDRESSED: 6
<p>Rewards Provision of rewards scheme to promote achievement and attendance for disadvantaged students – See full PP Attendance Strategy plan. 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. Where need is higher or students are persistently disadvantaged, we can increase the level of subsidy on a case-by-case basis.</p>	<i>Attendance budget</i>	<p>Reward scheme promoted through Act of Worship and uptake/ success monitored. Weekly, half termly, termly and yearly rewards to be given to students for progress and improved attendance. Track and monitor which students receive rewards.</p> <p><i>Review after each Data Point.</i></p>	<p>PP attendance rises to above the school target of 96%.</p> <p>PP attendance was 88.3% in 24/25 which was above National and above similar schools.</p> <p>CHALLENGE NUMBERS ADDRESSED: 6</p>
<p>EWO Attendance Officer 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. <i>'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students.</i></p>	£11,120 of EWO salary	<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>Disadvantaged students to improve attendance in school and aim to attend at 96%. Reduction in the proportion of disadvantaged students that are persistently absent in school.</p> <p>In 24/25 the attendance gap between PP and Non-PP students has been 5.38% which is a slight improvement of 0.07% from last year we are in decile 3 (top 20-30% of schools) for FSM Persistent absence</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 6</p>
<p>PP Attendance Strategy PP Attendance Strategies take place to promote the attendance of disadvantaged pupils– See full Attendance Strategy. Diminish differences between disadvantaged and non-disadvantaged pupils in order to promote inclusion for</p>	<i>From Attendance Budget</i>	<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p>	<p>Disadvantaged students to improve attendance in school and aim to attend at 96%.</p> <p>The PP Attendance Strategy shows impact by reducing the number of the</p>

<p>disadvantaged students. Students to be rewarded for improved attendance.</p> <p>Attendance lead to share attendance data with SLT every Friday.</p> <p>EEF Research shows that mentoring does not have impact, however data shows that students with above target attendance achieve better outcomes.</p> <p>'The EEF Guide to the Pupil Premium' report states that attendance strategies improve outcomes for disadvantaged students.</p>		<p>Provide Behavioural Support specifically to promote inclusion of disadvantaged students within the school.</p> <p>Review attendance data every week at SLT meetings.</p>	<p>students on the programme who are classed as PA.</p> <p>In 24/25 the attendance gap between PP and Non-PP students has been 5.38% which is a slight improvement of 0.07% from last year we are in decile 3 (top 20-30% of schools) for FSM Persistent absence</p> <p>CHALLENGE NUMBERS ADDRESSED: 3, 6</p>
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Total budgeted cost: £383,656

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 2024/25, 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 2024/25 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 2024/25 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 2025/26. 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 Award	Duke of Edinburgh
Stoke Scholars Programme plus various other one-off opportunities and visits	Higher Horizons

Service pupil premium funding (optional)

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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 2024/25, and its consistent implementation across departments; this work continues into 2025/26.