



St Thomas More High School's Pupil Premium impact report 2017-2018

1. Summary information					
School	St Thomas More High School				
Academic Year	2017/18	Total PP allocation	£118,430	Date of most recent PP Review	Sep 2018
Total number of pupils	1029	Number of pupils eligible for PP currently	158 (15%)	Date for next PP Review	Jan 2019

The Pupil Premium is additional money that is allocated to schools. All schools have the freedom to spend the pupil premium, which is additional to the underlying schools' budget, in a way they think will best support the raising of achievement for their most vulnerable students.

The aim of the Pupil Premium is to support students who are statistically most likely to underachieve, the focus is particularly on students who:

- are known to have been eligible for free school meals at any time in the previous six years (FSM and ever 6)
- have been looked after by the Local Authority continuously for at least six months (CLA)
- have parents in the armed services (SFC)

From April 2014, schools in England can receive the pupil premium for children adopted from care or who left care under a Special Guardianship Order (SGO) on or after 30 December 2005. Schools can also claim the pupil premium for children who left care under a Residence Order (RO) on or after 14 October 1991. To claim the pupil premium for those adopted children, and those who are subject to a SGO and RO, parents will need to inform the school.

At St Thomas More High School, we encourage all parents and carers to ensure that our school knows whether their child is entitled to Free School Meals or has a parent who is a member of the armed services. We take very seriously the need to support all students to achieve well and have developed a range of strategies to ensure our students succeed. The table shows the amount of Pupil Premium Grant (PPG) received by St Thomas More High School over the last three years.

	2015 - 2016	2016-2017	2017-2018	Estimated Budget for 2018-2019
Amount of PPG received	£116,000	£124,882	£118,430	£116,000



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2. Current Attainment/ Progress

<i>National figures from SFR01_2018</i>	Attainment 8 score	Progress 8 Score	P8 English Element	P8 Maths Element	P8 EBacc Element	P8 Open Element
STM PP	45.15	0.54	0.14	0.67	0.79	0.48
STM Other	53.21	0.41	0.54	0.15	0.44	0.46
Difference	-8.46	0.13	-0.40	+0.52	+0.35	+0.02
<i>National Benchmark</i>	49.96	0.13	0.11	0.12	0.14	0.12
National Boys PP	46.36	-0.02	-0.04	-0.02	-0.03	-0.04
National Boys All	43.65	-0.25	-0.44	0.00	-0.18	-0.41
Difference	2.71	0.23	0.4	-0.02	0.15	0.37

TBC - when SFR01 figures come out in Jan 2019

Where boxes are highlighted in green this indicates that the figures achieved are above the national benchmark which is really encouraging. In all areas of progress 8 figures St Thomas More Pupil Premium students have outperformed those of their non-pupil premium counterparts which is an excellent achievement.



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1. Actual expenditure	
Academic year	2017/18
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Quality Teaching and Learning for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	Success Criteria and monitoring of impact	Impact Measures
Improved rates of progress across KS4 subjects for students eligible for PP	<p>Train teachers on how to use their expertise and subject knowledge to plan effectively and as a result develop students' knowledge, skills and understanding. Teachers should focus on every student as an individual and tailor lessons accordingly.</p> <p>Whole school INSET Jan 2018 where departmental plans were made and highlighted different individualized strategies of each PP student in their department.</p>	The Sutton Trust review of ' <i>What makes great teaching?</i> ' reports: the most effective teachers have deep knowledge of the subjects they teach. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.	<p>Improved teaching and learning and in particular the differentiation for PP students.</p> <p>Improvement in Progress 8 score and in particular closing the gap between PP and Non PP throughout Key Stage 4</p> <p>Departmental files produced with action plans for each student, and reviewed by HOD/SLT - using them as a guide for focused learning walks for PP students in the classroom</p>	<p>Progress 8 Gap has closed from -0.686 to +0.11 where PP students have improved dramatically and outstripped the progress of those who are non PP (Ref FFT Aspire Report 15/11/2018)</p> <p>Differentiation strategies were found to be embedded in 76% of observed classes at KS3, 87% of observed classes at KS4 and 100% of observed classes at KS5. This data includes the monitoring of the impact of the INSET time dedicated to creating action plans for each KS4 PP student in January 2018.</p> <p>Questioning was also found to be very effective (verbal questioning and questioning as part of written feedback) with embedded strategies being demonstrated in 75% of observed classes at KS3, 85% of observed classes at KS4 and observed 82% of classes at KS5.</p>



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<p>Improved rates of progress across KS4 subjects for students eligible for PP</p>	<p>Use Assessment for Learning (AfL) strategies effectively to engage students in their learning, so they know how to develop their own work independently. All feedback should be specific, accurate and clear as well as meaningful.</p>	<p>The EEF Toolkit reports that research evidence about feedback shows very high effects on learning. Evaluation of AfL indicates an impact of half of a GCSE grade per student per subject is achievable. <i>+8 months impact – feedback</i> <i>+3 months impact – individualized instruction</i></p>	<p>Work scrutinies have been carried out regularly by HODs along with SLT lead on teaching and learning Careful monitoring of work scrutinies and in particular those which have a foci on Feedback (EEF Impact + 3 months)</p>	<p>Feedback (written and verbal) is now identified as a growing strength within the school. In October 2018 monitoring of 46 books/folders of PP students across all year groups found 85% of books demonstrating excellent differentiation of feedback tailored to students needs at KS3, 90% at KS4 and 88% at KS5</p>
<p>High levels of progress in literacy for Year 7 & Year 8 pupils eligible for PP.</p>	<p>Teachers in all subject areas receive training in teaching literacy and include an objective for literacy in their lessons</p>	<p>Students benefit from being taught in a rich literacy environment, involving a range of strategies such as oral language interventions focusing on spoken language and verbal interaction, as well as reading comprehension focusing on learners' understanding of text. <i>+8 months impact – feedback</i> <i>+3 months impact – individualized</i></p>	<p>Book looks have a focus on extended writing. Lesson observations Individual learning passports for all students in year 7 so that we can highlight barriers to learning early Year 7 and 8 PP students having the opportunity to attend extra English sessions</p>	<p>An average of 88% across all key stages of work scrutinies showed excellent differentiation of feedback tailored to students' needs. The variety of assessment and the development of literacy skills in exercise books was found to be a real strength in English, History, Science, Maths, Geography, Business Studies and PE. Ofsted report April 2018 stated that "Pupils are engaged and challenged, and create high-quality work that shows that they remember what they learn over time"</p>
Total budgeted cost				£35,000
Total actual cost				£50,133



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ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria and monitoring of impact	Impact Measures
High aspirations for PP students.	<p>Core subject masterclasses to be implemented for year 7 – 10 in addition to the revision sessions for year 11 - 13</p> <p>Revision weekend to raise aspirations and support in lead up to examinations</p> <p>Subject specialist-teaching assistants to work with targeted students one-to-one and in small groups to support low attaining students.</p> <p>SLT and Middle Leaders challenge & support Most Able students in Year 11 who are at risk of underachieving.</p> <p>Assembly rota to include academic expectations, celebrations assemblies for all students – demonstrating a direct link between Attitude for Learning and Progress</p>	<p>Whilst the students have high aspirations they do not always, know how to achieve them, especially for our disadvantaged students. We need to close the gap between the aspirations that do exist and the knowledge and skills required to achieve them. Evidence shows that on average students make more progress from targeted before and after school programmes and this is particularly beneficial for disadvantaged students. Before and after school programmes that support and encourage students academically while providing stimulating environments and activities are more likely to have an impact on attainment. (EEF Toolkit)</p>	<p>There will be a timetable of classes, covering all KS4 subjects, clearly prioritized and rotated termly so all departments have fair and equal access to students taking their subjects.</p> <p>Students are always aware of when and where the classes are being held (through assemblies, letters/comms home, display boards, form time).</p> <p>SLT and Middle Leaders report back weekly on the students they are mentoring. Hub meetings</p> <p>Use of the 60mm (60 minute mentor) scheme for a targeted group of year 8 boys</p> <p>Aspirations project to be launched with year 10</p>	<p>Revision weekend, revision classes and subject specialist teaching to small groups of low attainers improved gap massively. In Autumn Mock exams for year 11 PP (-0.740) and Non PP (-0.787) with a gap of -0.047 whereas after the revision sessions and weekend and other interventions Year 11 PP (0.54) and Non PP (0.43) with a positive gap of 0.11</p> <p>80% of the pupils who attended the 60mm reported a positive experience and felt they learned new skills to help them in their future career.</p> <p>Year 10 students applied to the Aspirations charity to help fund an EPQ (see case study to support)</p>



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<p>High aspirations for PP students</p>	<p>Students are actively involved in their learning and take responsibility for their own achievement and progress</p>	<p>Incorporate social and emotional learning (SEL), alongside academic or cognitive learning, to improve attainment. SEL interventions have a significant impact on attitudes to learning, social relationships and attainment itself (four months' additional progress on average). The EEF has found that SEL programmes appear to benefit disadvantaged or low-attaining students more than other students.</p>	<p>Classroom based: CPD session from PPG coordinator ref meta-cognition</p> <p>School level to develop positive ethos and engagement: Enrichment days Homework Club Extracurricular clubs, societies</p> <p>Specialized Programmes for targeted students Learning Mentors/Student Support One to one therapy</p>	<p>FTE for vulnerable groups has decreased in this year which is a direct link between, increased aspirations, pastoral support and care monitoring through hubs (ref governor report September 2018)</p>
<p>Develop age appropriate literacy skills for students</p>	<p>Use DEAR (Drop Everything And Read) on a weekly basis, with the whole school</p>	<p>Reading Programmes - The effect on low-income pupils was even greater with their reading age improving by five additional months in the same amount of time. (EEF & Durham University study)</p> <p>EEF – suggests that reading comprehension strategies create a high impact for very low cost</p> <p><i>+6 months impact – reading comprehension strategies</i></p>	<p>CPD for staff Lesson time in the library</p> <p>DEAR programme every Tuesday and reinforced by all staff</p> <p>Selected staff to attend catch up literacy/numeracy</p>	<p>See impact of reading ages below (next row down)</p>



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<p>High levels of progress in literacy for Year 7 & Year 8 pupils</p>	<p>Targeted one to one support for students who are below the expected standard in reading at the end of Key Stage 2</p> <p>Subject specialist teaching assistant to work with students in groups and one to one.</p> <p>Small group interventions for English in particular aiming at year 7 and 8 PP students</p>	<p>The strategic use of small group and one to one tuition can be useful in preventing students from falling too far behind in their literacy skills. An EEF evaluation showed that one to one reading intervention for struggling readers had a positive impact on the reading ability of students in year 7 who had not achieved expected progress in English at Key Stage 2 (or are below the expected standard for current year 7s).</p> <p>EEF – suggests that small group tuition can create a moderate impact for very low cost</p> <p><i>+4 months impact – small group tuition</i></p>	<p>Improved reading ages of those in year 7</p> <p>Improved reading ages of those in year 8</p>	<p>Current year 8 students have made excellent improvements the reading ages of the year 7 students have increased more than their non PPG counterparts</p> <ul style="list-style-type: none"> - PPG from Autumn of year 7 to Spring of year 7, PPG increased by on average 6 months V Non PPG of 3 months - PPG from Autumn of year 7 to Autumn of year 8, PPG increased by on average 1 year and 6 months V Non PPG of 1 year and 3 months - As a result the current year 8 students PPG v non PPG started in year 7 with a GAP of 1 year and 4 months, this has now closed to 1 month at the beginning of year 8 <p><i>(Reading test data accessed Dec 2018)</i></p> <p>Current year 9 students who were year 8 last year have not made as much progress which has demonstrated the impact in tackling literacy early on in the secondary education</p>
Total budgeted cost				£60,000
Total actual cost				£98,876



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iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria and monitoring of impact	Impact Measures
High aspirations for PP students.	Support parents with the education of their children, help parents to understand the British education system, see the value of progressing to Level 3 qualifications.	Parental engagement is strongly associated with student success. <i>+3 months impact – parental involvement</i> <i>NCSL – Engaging parents through networks and effective partnerships</i>	Study skills evening where we invite parents along Parents Evenings Options Evening for year 8 pupils during launch of options process Parents calendar for the academic year, showing all meetings, sent home and on the website. In depth knowledge of who our parents are; the challenges they face and how we as a school can help and support them.	Increased attendance at study skills and parents evenings. Still can be improved upon carried forward as a priority for next academic year.
Total budgeted cost				£1,000
Total actual cost				£4,000

Total overall budgeted cost	£96,000
Total overall actual cost	£153,009
Variance	£57,009