



St Thomas More High School's Pupil Premium impact report 2018 - 2019

1. Summary information					
School	St Thomas More High School				
Academic Year	2018/19	Total PP allocation	£114,696	Date of most recent PP Review	Sep 2019
Total number of pupils	1075	Number of pupils eligible for PP currently	159 (15%)	Date for next PP Review	Jan 2020

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.

	2016-2017	2017-2018	2018-2019	Estimated budget for 2019-2020
Amount of PPG received	£124,882	£118,430	£114,696	£116,000



St Thomas More High School's Pupil Premium impact report 2018 - 2019

2. Current Attainment/ Progress

	Exams PP Students Summer 2018	Exams PP Students Summer 2019	National Average
Progress 8 score average	0.467	0.092	0.00
Attainment 8 score average	43.53	48.28	48.4
% of pupils achieving standard pass Grade 4 English	76.0%	76.3%	75%
% of pupils achieving strong pass Grade 5 English	60.0%	63.2%	59%
% of pupils achieving standard pass Grade 4 Maths	72.0%	76.3%	77%
% of pupils achieving strong pass Grade 5 Maths	44.4%	60.5%	56%
% achieving the EBACC	8.0%	7.9%	24%
PP students attendance 7 – 11		91.6%	91.59%
PP students persistent absence 7 -11		16.7%	24.0%



St Thomas More High School's Pupil Premium impact report 2018 - 2019

1. Actual expenditure

Academic year	2018-2019
----------------------	------------------

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. To improve the quality of Teaching and Learning for the Disadvantaged cohort

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria	Impact Measures
To gain a greater understanding of the needs of our students, to help identify barriers to learning	<p>To begin develop 360 degree profiles through the use of PASS Testing from GL Assessment</p> <p>Implementation of the whole school assertive mentoring programme</p>	<p>EEF – Feedback to DP and parents will be more improved via more face-to-face interactions with Assertive Mentors</p> <p><i>+8 months impact – Feedback</i></p> <p><i>+3 months impact – parental involvement</i></p> <p>EEF – Research available to demonstrate how mentoring can impact positively on ATL, progress and attendance. The mentoring programme will use a rigorous approach to improve attendance, attitude to learning, academic progress and behaviour. It will be driven by the most recent academic and pastoral data</p> <p><i>+1 month impact – Mentoring</i></p> <p><i>+8 months impact – meta-cognition and self-regulation</i></p>	<p>To launch in staff meeting</p> <p>To send out mentoring forms</p> <p>CPD to be delivered through the PM programme for the use of VESPA which is the advised model for mentoring and as a refresher to staff through staff briefings that outline expectation.</p>	<p>PASS tests carried out for all pupils from 7- 13 which allowed us to look at the barriers to learning that have been identified.</p> <p>These were sent to hubs and reviewed, ALI gave some feedback about the process.</p> <p>23 out of 38 pupils achieved overall positive subject progress indicator – these were the students who had a more positive experience of the assertive mentoring scheme.</p> <p>This is to be rolled out further in 2019-2020</p>



St Thomas More High School's Pupil Premium impact report 2018 - 2019

<p>Departmental targets developed to improve teaching and learning and to help improve outcomes</p>	<p>Encourage departments to bid for funding to help encourages success criteria and achieving specific learning outcomes</p>	<p>PPG Departmental Development Plan to be created</p> <p>EEF – suggest that improving teaching, marking and feedback has a significant impact</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+8 months impact – meta-cognition and self-regulation</i></p>	<p>A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019 (National non-DP 0.12)</p>	<p>Departmental development plan created and more cohesive view of what departments needed to help provide for DA students.</p> <p>Science figures were noticeably increased (INSERT FIGS) after putting in the MyGCSE Science computer programme – all students bought into it but DA students were provided free of charge.</p>
<p>To improve the quality of teaching and learning for all pupils but always having a focus on the DP cohort</p>	<p>To offer individualized CPD programme with some sessions focusing on DP (all DP marked in SIMS and SISRA so that they appear clearly when analyzing data and progress</p>	<p>EEF – feedback has very strong evidence for improving learning and progress. If teachers know who the disadvantaged pupils are they can ensure that they are targeting them with verbal and written feedback, AFL and Questioning , groups for collaborative learning, and provided individualized instructions more frequently</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+5 months impact – collaborative learning</i></p> <p><i>+4 months impact – digital technology</i></p>	<p>Feedback from CPD sessions</p> <p>Understanding and use of SISRA/SIMS in data analysis and exam results feedback and liaison in SLT line management meetings</p>	<p>ALI running 3 individual CPD sessions to compliment the current CPD (Tommy More 10) performance measures that we use in STM, ALI developed the PP10 and rolled these out to staff this year in CPD twilight sessions.</p> <p>Well attended session 1 – with 2 further sessions planned in 2019-2020 (12 teachers attended)</p> <p>Review of SISRA at departmental level as well as a strategic view – teachers are aware of the DA students in their classes and are pushing them as such. ALI give termly feedback on current GAP to all staff and to highlight individual students causing concern.</p> <p>Many CPD sessions that staff could sign up to and this allowed them to tailor the sessions to help their individual</p>



St Thomas More High School's Pupil Premium impact report 2018 - 2019

<p>To improve the quality of feedback for the disadvantaged cohort</p>	<p>Provision of green pens and replacements for DP for responding to teacher feedback</p> <p>Whole class marking built into the marking policy to allow common misconceptions to be remedied. Mini teach to DP pupils during this time who have not secured the knowledge or skill.</p> <p>Closing the vocabulary gap for all DP and focus on departmental literacy</p>	<p>EEF – feedback has very strong evidence for improving learning and progress</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+5 months impact – collaborative learning</i></p> <p>CPD Sessions and push on 'Closing the Vocabulary Gap'</p>	<p>Work scrutiny and learning walk rota to check marking and feedback and particularly those DP</p> <p>Feedback from CPD sessions</p>	<p>Work scrutinies of all year groups as per the schedule. PPG students looked at as part of the scrutiny.</p> <p>Evidence of Vocab Gap in lesson observations as well as increased opportunities to see green pens and students responding to feedback of marking.</p> <p>Evidence of green penning is one of the targets focused on all work scrutinies.</p> <p>EVIDENCE : JHO??</p>
Total budgeted cost				£22,000
Total actual cost				£22,500

St Thomas More High School's Pupil Premium impact report 2018 - 2019



ii. To increase the parental engagement of Disadvantaged Pupils				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact measures
To increase the participation in parents evenings	To advertise and email home the parents evenings in advance – to chase up and encourage attendance or to have email/telephone dialogue ref attendance	EEF – feedback has very strong evidence for improving learning and progress; Follow up calls made for the following events by Pupil Progress Mentors, MH and ALI/TWI. The purpose will be to pass on key information but to also establish any barriers. Parents evenings Options Evenings and Study skills evenings <i>+8 months impact – Feedback</i> <i>+3 months impact – parental involvement</i> <i>NCSL – Engaging parents through networks and effective partnerships</i>	For the attendance of DP families to school events such as parents evenings to be on average 85% by July 2019. For the attendance of DP to be above the national DP figure of 92.5% by July 2019 with the overall goal to close gap to national Non-DP 95.8% For overall persistent absence for DP to be above the national DP comparator of 22.4% by July 2019, with the overall goal to close the gap to national Non-DP of 8.5%	This was not met we are currently average 76.5% attendance for PPG students compared to 86% attendance of Non PPG parents at parents evenings – this will remain a priority for this forthcoming year. Overall , for attendance 95.6% for total attendance which is on a par with national figures For Persistent Absence 3% of students were DP with 0.6% being Non DP – gap of 2.4%
To increase the communication between school and home	To offer coffee mornings for parents of DP and to encourage attendance and connections in a more relaxed setting	<i>+8 months impact – Feedback</i> <i>+3 months impact – parental involvement</i>	Attendance and feedback from the individual sessions	Coffee mornings were offered in the winter term of 2018-2019. We had 3 out of 30 year 7 parents turn up (10%) of PPG, Year 8 0%, Year 9 0%, Year 10 0% and Year 11 5% of parents. This was not a successful investment of time and will not be repeated next year.



St Thomas More High School's Pupil Premium impact report 2018 - 2019

<p>To continue to increase parental engagement through innovative technologies</p>	<p>Encourage parents to sign up to the VLE and to the parent pay systems. To improve the quality and frequency of extended learning and parental engagement. EL challenges set and rewarded.</p>	<p>More purposeful and planned extended learning documented on curriculum plans on the VLE. More challenging EL challenges to be set and encouraged to complete. Parents can view EL on the VLE and encourage students to complete.</p> <p><i>+8 months impact – Feedback – through more effective homework</i></p> <p><i>+3 months impact – parental involvement</i></p> <p><i>NCSL – Engaging parents through networks and effective partnerships</i></p>	<p>For the attendance of DP families to school events such as parents evenings to be on average 85% by July 2019.</p> <p>For the attendance of DP to be above the national DP figure of 92.5% by July 2019 with the overall goal to close gap to national Non-DP 95.8%</p> <p>For overall persistent absence for DP to be above the national DP comparator of 22.4% by July 2019, with the overall goal to close the gap to national Non-DP of 8.5%</p> <p>Participation and parental download reports to ensure all DP families are accessing the platform.</p>	<p>Most families use the gateway for trips, charity money donations, and school dinners, currently 1161 parents are signed up to the gateway which is 60.4% of all parents.</p> <p>Decision made near the end of 2019 that VLE to be more streamlined so not as cumbersome for parents and teachers.</p> <p>Facebook group used for the 'Friends of St Thomas More' which is used for contact about events, uniform and contact is regularly placed on there as well as being sent home by comms.</p> <p>Twitter pages regularly used to update parents on events, trips, important information for parents to be aware of and many departments have their own departmental pages!</p>
Total budgeted cost				£2,500
Total actual cost				£2,600

St Thomas More High School's Pupil Premium impact report 2018 - 2019



iii. To improve the performance of Disadvantaged Pupils in both Maths and English combined				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
To increase the performance of pupils in both English and Maths	Careful monitoring and Additional support for all students in receipt of PPG, including those children looked after by a Local Authority in core curriculum areas Continued re-modelling of the Pupil Support Centre with full time staff Revision sessions run for core subjects during holidays and weekends in the run up to KS4 examination period Students confidence and improve their attainment and progress at KS4 with a particular emphasis in English and Maths	EEF – Extending the school time creates low impact for moderate cost, collaborative learning can create a moderate impact based on low costs <i>+2 months impact – extending school time</i> <i>+5 months impact – collaborative learning</i>	To increase the % of DP who achieve a grade 5 in English and in Maths combined to increase from 33% to closer to the national DP figure of 50%	Results this year have been really pleasing. Last year DP who achieved a grade 5 in English and Maths combined achieved a 33% pass rate, this year I am pleased that it is gone up to 50% which is the national DP figure.
To increase the performance of pupils in both English and Maths	Careful identification of pupils and encouragement to attend revision sessions through the assertive mentoring programme.	EEF – feedback has very strong evidence for improving learning and progress <i>+8 months impact – feedback</i> <i>+3 months impact – individualized instruction</i> <i>+5 months impact – collaborative learning</i>	To increase the % of DP who achieve a grade 5 in English and in Maths combined to increase from 33% to closer to the national DP figure of 50%	50% of DP students achieved a 5 in both English and Maths which is the same as national figures
Total budgeted cost				£3,000
Total actual cost				£3,145

St Thomas More High School's Pupil Premium impact report 2018 - 2019



iv. To improve the performance of More Able Disadvantaged Pupils in Maths				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
To achieve 25% grade 9-7 at GCSE	Purchase of revision guides Revision sessions to stretch MA DP	EEF – suggests that small group tuition can create a moderate impact for very low cost <i>+4 months impact – small group tuition</i>	25% grades at 9-7 at GCSE to be achieved by July 2019	18.7% of all students achieved 18.7% DP achieved 9.4% this is a 0.4% increase from last year when they were 9.0% which is a positive but could be improved further.
To improve outcomes for all DP pupils especially with a focus on More Able	Reducing of class sizes and a specialized LSA to focus on maths and numeracy	EEF – suggests that reduction of class sizes creates moderate impact for moderate costs, and teaching assistant has low impact for high costs <i>+3 months impact – reducing class size</i> <i>+1 month impact – teaching assistants</i>	To increase progress of More Able DP and to close the gap between the low prior attainers and high prior attainers	
To improve outcomes for all DP pupils especially with a focus on More Able	Individualized feedback on assessments and extended learning	EEF – suggests that for feedback there is high impact for very low cost and homework (secondary) has a moderate impact for very low costs <i>+8 months impact – feedback</i> <i>+5 months impact – homework (secondary)</i>	To increase progress of More Able DP and to close the gap between the low prior attainers and high prior attainers	
			Total budgeted cost	£12,000
			Total actual cost	£15,750



v. To improve the attainment 8 of disadvantaged pupils in relation to their non-disadvantaged counterparts				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact measures
To increase confidence and in particular with literacy	<p>Extra English sessions put on by the English department</p> <p>Development of new library</p> <p>Use of specialized teaching assistants</p>	<p>EEF – suggests that small group tuition can create a moderate impact for very low cost</p> <p><i>+4 months - Small group tuition</i></p> <p><i>+1 month - Teaching assistants</i></p>	Close the gap in reading ages between DP and their non-DP counterparts through the catch up premium from 1 year to less than one month if possible.	<p>Book Buzz – all DA pupils were given the option of choosing a free book from the library through our librarian. This is a special deal that then allowed the library to gain more of the top 20 books out for that age group.</p> <p>Library now stocked and regular sessions taking place in there through the English department.</p>
Total budgeted cost				£35,000
Total actual cost				£37,000

vi. To improve the performance of the More Able DP cohort				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
Increase the performance of the More Able DP cohort by differentiation in the year 11 revision weekend	Year 11 Revision weekend	<p>EEF – Extending the school time creates low impact for moderate cost, collaborative learning can create a moderate impact based on low costs</p> <p><i>+2 months impact – extending school time</i></p> <p><i>+5 months impact – collaborative learning</i></p>	Success criteria – Overarching aim. As a minimum to ensure that progress, attainment, attendance and exclusion rates of DP especially those with higher prior attainment continue to make good	Although there is a gap between FSM and non FSM of 0.56 (FSM pupils achieved 0,11 in terms of Progress 8 and Non FSM pupils achieved 0.65) thus meaning that our DA pupils make more progress than those at other schools by 0.11.



St Thomas More High School's Pupil Premium impact report 2018 - 2019

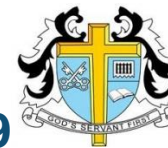
<p>Ensure that the promotion of outcomes and entitlement of Disadvantaged pupils are integral to all aspects of life in St Thomas More</p>	<p>Continuation of leadership structures for the disadvantaged pupils. This would include:</p> <ul style="list-style-type: none"> - More Able Co-ordinator - PP Co-ordinator - Administrator salaries 	<p>EEF – Feedback to DP and parents will be improved via more face to face interactions with Assertive mentors, house leaders, assistant head teacher, more able and PP co-ordinators</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3months impact – parental involvement</i></p>	<p>progress and at least match non-DP national averages.</p>	<p>MA and DP co-ordinators continue to push forward in progress, enrichment opportunities for those at all ages.</p> <p>Feedback to DP parents have improved a lot as parental engagement is getting better but remains a priority for this forthcoming year.</p>
Total budgeted cost				£22,000
Total actual cost				£23,500

St Thomas More High School's Pupil Premium impact report 2018 - 2019



vii. To improve the EBACC average point score compared to national average				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
To improve the quality of feedback for the disadvantaged cohort	<p>Provision of green pens and replacements for DP for responding to teacher feedback</p> <p>Whole class marking built into the marking policy to allow common misconceptions to be remedied. Mini teach to DP pupils during this time who have not secured the knowledge or skill.</p> <p>Closing the vocabulary gap for all DP and focus on departmental literacy</p>	<p>EEF – feedback has very strong evidence for improving learning and progress</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+5 months impact – collaborative learning</i></p> <p>CPD Sessions and push on 'Closing the Vocabulary Gap'</p>	<p>Work scrutiny and learning walk rota to check marking and feedback and particularly those DP</p> <p>Feedback from CPD sessions</p>	<p>Work scrutinies of all year groups as per the schedule. PPG students looked at as part of the scrutiny.</p> <p>Evidence of Vocab Gap in lesson observations as well as increased opportunities to see green pens and students responding to feedback of marking.</p> <p>Evidence of green penning is one of the targets focused on all work scrutinies.</p>
Options process and curriculum offer to be in line with EBacc	To improve the quality of curriculum provision and to ensure that students are made aware of the importance of the EBacc and choosing EBacc subjects	<p>EEF – feedback has very strong evidence for improving learning and progress</p> <p><i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+1 month impact - mentoring</i></p>	Options process feedback and feedback from parents	Options process was again a success (led by AHA), encouragement of choice of Ebacc subjects of correct for the student. The options choices were framed around the EBacc framework.
Total budgeted cost				£5,000
Total actual cost				£4,100

viii. To improve the life experiences of the disadvantaged cohort to provide equity in comparison to the non-DP counterparts by increasing aspirations



St Thomas More High School's Pupil Premium impact report 2018 - 2019

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
Increased Aspirations and improve the possibility of going to university with some of our More Able/Disadvantaged students	Cambridge and Oxford trip with a selected group of students	To raise aspirations of DP in our school and to give them a university experience, especially those with high prior attainment, EEF – suggests that raising aspirations alone has little impact however, combining this with Social and Emotional Learning can be moderate <i>+4 months impact – social and emotional learning</i>	Students identified and report to be written by CKA on the feedback of students on the trips and the thoughts overall.	Inspire2Involve Project being offered in 2019-2020. MA co-ordinator led a trip to Cambridge and Oxford (which was a huge success) see report from CKA. Increasing the aspirations of students (many of those were MA and DP crossover)
Trips and visits	We have encouraged all students to be involved in trips and visits	To encourage fairness and ensure that through equity not quality all students have the same opportunities to learn offsite.	Increased participation of DP compared to their non-DP counterparts	Improved participation in trips with a total of £594 used to subsidise PPG students who were not able to go on trips otherwise e(£200 subsidised the walking trip to the South Downs) which was aimed particularly at DP.
Increase progress in Maths and English for identified students	One to one tuition for students in maths in English for those LAC and post LAC	<i>One to one tuition</i> <i>+ 5 months impact</i>	Increased attainment in maths and English for those students identified, feedback from students and parents.	Improved progress by 5% on average compared to previous years, student/parent feedback has been positive.



St Thomas More High School's Pupil Premium impact report 2018 - 2019

<p>To improve the life experiences of disadvantaged cohort to provide equity in comparison to their non-DP counterparts</p>	<p>Funding to support disadvantaged pupils for the Duke of Edinburgh award scheme Funding to support walking and camping trip (year 9)</p>	<p>EEF – suggests that outdoor adventure learning yield moderate impact for moderate costs <i>+4 months impact – outdoor learning adventure</i> <i>+2 months impact – sports participation</i> (estimated £3000)</p>	<p>Students identified and encouraged to attend – all PP students to have the opportunity to take part in walking trips/ Duke of Edinburgh. At least 90% of PP students in year 9 to have signed up and completed one of the above.</p>	<p>Improved participation in trips with a total of £594 used to subsidise PPG students who were not able to go on trips otherwise e(£200 subsidised the walking trip to the South Downs) which was aimed particularly at DP. 70 year 9 students undertook their Bronze D of E expedition practice at Belchamps Scout camp in Hockley in July 2019. Their final expedition assessment will take place on the last weekend of September 2019 and first weekend in October 2019 in Danbury. 26 students in year 9 were given the opportunity to participate in a camping, hiking trip on the South Downs in Sussex on 17-18 July 2019. The students were dropped off at the Beach Head car park and hiked past the famous Belle Tout lighthouse, Birling Gap along the chalk cliffs to the mouth of Cuckmere Estuary. The camp site at Housedeans Farm near Lewes enabled the students to gain experience in pitching tents and cooking on a Trangia. The second day began on Blackcap Hill above Lewes and a 12 kilometre walk over Ditchling Beacon, past the Jack and Jill Windmills and down to the beautiful village of Pyecombe before re-ascent to the Devils Dyke where the walk finished.</p>
<p>Careers Advice and Guidance</p>	<p>Connexions appointments to be given to DP over non-DP students Kudos rolled out Recruitment of Careers co-ordinator Careers Fair in March 2019</p>	<p>EEF – suggests that mentoring provides little impact on its own however, with identifying learning styles, metacognition and self-regulation students can really take charge of their futures <i>+0 months impact – mentoring</i> <i>+7 months impact – metacognition and self-regulation</i></p>	<p>Students identified and appointments given out. Students to be exposed to career opportunities and given ideas of all routes including apprenticeships and university options as well as different career paths.</p>	<p>Careers Fair organized by BTEC Business students, all students from year 7 – 13 were given a chance to interact with a variety of businesses/apprenticeships/ and universities/colleges. Careers talks were given to all year 12. Connexions appointments on a constant cycle DP students get first refusal and appointments made following mentoring meetings. 99% of students stayed in education or employment after Key Stage 4 compared to 94% as a national average.</p>
Total budgeted cost				£5,000
Total actual cost				£7,656

St Thomas More High School's Pupil Premium impact report 2018 - 2019



vii. To improve the VA Pillar for Languages				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
To increase the results of the students taking on languages	<p>Increased sessions after school</p> <p>Increased staffing for interventions for oral practice for speaking</p>	<p>EEF – Extending the school time creates low impact for moderate cost <i>+2 months impact – extending school time</i></p> <p>EEF – suggests that small group tuition can create a moderate impact for very low cost <i>+4 months impact – small group tuition</i></p>	Increased results and progress for Languages	Overall improvement in Progress 8 to -0.06 in Spanish. Still a gap between DP/Non DP to keep focus for next year.
To improve the quality of feedback for the disadvantaged cohort	<p>Provision of green pens and replacements for DP for responding to teacher feedback</p> <p>Whole class marking built into the marking policy to allow common misconceptions to be remedied. Mini teach to DP pupils during this time who have not secured the knowledge or skill.</p> <p>Closing the vocabulary gap for all DP and focus on departmental literacy</p>	<p>EEF – feedback has very strong evidence for improving learning and progress <i>+8 months impact – feedback</i></p> <p><i>+3 months impact – individualized instruction</i></p> <p><i>+5 months impact – collaborative learning</i></p> <p>CPD Sessions and push on 'Closing the Vocabulary Gap'</p>	<p>Work scrutiny and learning walk rota to check marking and feedback and particularly those DP</p> <p>Feedback from CPD sessions</p>	<p>Work scrutinies of all year groups as per the schedule. PPG students looked at as part of the scrutiny.</p> <p>Evidence of Vocab Gap in lesson observations as well as increased opportunities to see green pens and students responding to feedback of marking.</p> <p>Evidence of green penning is one of the targets focused on all work scrutinies.</p>
			Total budgeted cost	£5,000
			Total actual cost	£4,750

St Thomas More High School's Pupil Premium impact report 2018 - 2019



vii. To improve the VA Pillar for DP in Humanities				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
To increase the results of the DP students taking humanities in comparison to the Non-DP cohort	<p>Purchase revision guides for all PP students starting the GCSE Geography course in Year 9, and for those currently studying in Year 10/11. Guides will be used for some structures revision tasks in lessons and for Extended Learning as well as a good starting point for revision notes. Range of practice questions for students to complete also.</p> <p>Increased parental involvement from early on via phone calls home, emails, etc.</p>	<p>EEF – Feedback to DP and parents will be more improved via more face-to-face interactions with Assertive Mentors</p> <p><i>+8 months impact – Feedback</i></p> <p><i>+3 months impact – parental involvement</i></p>	<p>Feedback from students about the usefulness of these guides towards the end of the year</p> <p>Send emails home to students for whom the revision sessions are compulsory for due to risk of not making enough progress.</p>	Improved results (although still a gap of 0.510 DP made 0.387 progress compared to their counterparts which was well above national average.
Total budgeted cost				£2,500
Total actual cost				£2,250

St Thomas More High School's Pupil Premium impact report 2018 - 2019



ix. Other strategies				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact Measures
Improved emotional well being	Counsellor recruited and counselling sessions arranged as needed	<i>Social and emotional well being +3 months</i>	Improved behaviour and emotional strength, review of sessions, reduction of stress and anxiety	184 hours for counselling were carried out this year. 24 students have now completed counselling and half have shown a substantial improvement.
To narrow any literacy gap between DP and Non-DP in school on entry	Development of new library and new librarian LSA and teaching assistant support (specialized in English and Maths)	EEF – suggests that oral language interventions and reading comprehension strategies can have a significant impact <i>+5 months impact – reading comprehension strategies</i>	To improve the reading age of DP by at least 5 months by July 2019.	Librarian put forward the book buzz book scheme, all DP students in year 7 were given a book (free of charge) copies of these were then given to the library as a resource for many. Literacy levels are improving due to DEAR time, school library and library sessions, 81% of GCSE students achieved a standard pass of grade 4 or higher in English literature and 75% achieved a grade 4 or higher in English Language.
Total budgeted cost				£8,000
Total actual cost				£9,250

Total overall budgeted cost	£122,000
Total overall actual cost	£132,501
Variance	£10,501