



# St Thomas More High School's Pupil Premium impact report for year 2019/20

## OBJECTIVE: TO CLOSE THE GAP BETWEEN DISADVANTAGED AND NON-DISADVANTAGED PUPILS

### 1. Summary information

<b>School</b>	St Thomas More High School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£116,000	<b>Date of most recent PP Review</b>	Jan 2019
<b>Total number of pupils</b>	1055	<b>Number of pupils eligible for PP</b>	158 (15%)	<b>Date for next internal review of this strategy</b>	Jul 2020

### SIGNIFICANT STATEMENT

The Secretary of State for Education, Rt.Hon. Gavin Williamson MP announced on Wednesday 18<sup>th</sup> March 2020 that all schools within the United Kingdom would close to all students except from those whose children are critical workers and the most vulnerable students from Friday 20<sup>th</sup> March 2020 due to the outbreak of COVID-19. Due to this decision, the impact of the intervention put in place by the school will not be able to be effectively tracked and evaluated. Monies designated for barriers to learning and external barriers have been diverted to assist with providing Free School Meals through in school pick-up and a voucher scheme. Monies have also been diverted to ensure that all students, including those in receipt of the Pupil Premium are provided with home learning packs. The exact cost of these interventions is not yet known due to the ongoing COVID-19 outbreak in the United Kingdom. The school will continue to divert funding to support the educational provision offered to our students at home and ensuring that the most vulnerable are provided with their free school meal entitlement.

**The school has also not received the updated pupil premium entitlement for 2020/2021 which was due on 1<sup>st</sup> April 2020 due to the outbreak of COVID-19. The school will prepare of Pupil Premium spending plan by July 2020 based on 2019/2020 funding until the academy receives revised information from the Department for Education.**

### 2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	To improve the teaching and learning of all disadvantaged pupils
B.	To improve parental engagement of pupils who are eligible for Pupil Premium Funding
C.	Improved engagement of <b>pupils</b> - To improve performance of Disadvantaged Pupils in terms of progress 8



# St Thomas More High School's Pupil Premium impact report for year 2019/20

3. Desired outcomes and how they will be measured		Success criteria
A	To improve the teaching and learning of all disadvantaged pupils	Data for DP in all areas, roll out of Applying PP10 to TMT10 so that staff understand the best way of teaching and learning with these pupils.
B.	To improve parental engagement of pupils who are eligible for Pupil Premium Funding	Increased attendance % of Pupil Premium parents to key events. Impact measures to be observed after each event.
C	To improve performance of Disadvantaged Pupils in terms of progress 8	To increase and monitor more closely the students who are below the threshold in English or Maths and focus on all subject areas

## 4. Current Attainment/ Progress

	Exams PP Students Summer 2018	Exams PP Students Summer 2019	Exams PP Students Summer 2020	National Average (2019 figures until confirmed 2020 figures are released)
Progress 8 score average	0.467	0.092	0.00	0.00
Attainment 8 score average	43.53	48.28	46.16	48.4
% of pupils achieving standard pass Grade 4 English	76.0%	76.3%	72.7%	80.1%
% of pupils achieving strong pass Grade 5 English	60.0%	63.2%	54.5%	62.3%
% of pupils achieving standard pass Grade 4 Maths	72.0%	76.3%	59.1	77.2%
% of pupils achieving strong pass Grade 5 Maths	44.4%	60.5%	45.5%	57.5%
% achieving the EBACC	8.0%	7.9%	9.1%	24%
PP students attendance 7 – 11		91.6%		91.59%
PP students persistent absence 7 -11		16.7%		24.0%



5. Planned expenditure in response to barriers identified and impact					
Academic year		2019/2020			
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?	How will you ensure it is implemented well?	Staff lead	IMPACT
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>	ALI, MH, assertive mentors	<p>Assertive Mentoring Programme rolled out on 9<sup>th</sup> October 2019 (see PowerPoint for more information) by ALI</p> <p>All staff allocated one or two DP depending on working hours</p> <p>All staff given a briefing and some baseline questions to be carried out! Assertive mentoring process integrated as part of the PM policy for all staff to complete.</p> <p>All students took part on PASS testing through GL assessment in Sept/Oct 2019, data used for informing assertive mentoring meetings, hubs and used to start developing 360 profiles for all DP through the assertive mentoring process</p>

# St Thomas More High School's Pupil Premium impact report for year 2019/20



<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 2020 (National non-DP 0.12)</p>	<p>PMX, ALI, HODS</p>	<p>Departments bid for monies to help them in their departmental objectives – allocated through the Development Plan Bids that are made at the beginning of the year.</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>JH, ALI, MH HODS</p>	<p>Suite of the 3 CPD sessions developed and run by ALI in later part of summer term 2019 and 2 sessions continued into Autumn term of 2019.</p> <p>These showed how linking the Tommy More Ten with the PPG 10 and how the 2 link and how teachers can cater for DP at the same as all the rest by raising awareness of the students in their classes.</p>

# St Thomas More High School's Pupil Premium impact report for year 2019/20



<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>JH DTJ HODS</p>	<p>CPD session delivered by ALI on the use of feedback through the suite of 3 sessions applying PPG to TMT.</p> <p>Some key methods used and how feedback can help.</p> <p>Work scrutinies focusing on quality of feedback and learning walks</p>
<p><b>Total budgeted cost</b></p>					<p><b>£22,000</b></p>

# St Thomas More High School's Pupil Premium impact report for year 2019/20



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?	Staff lead	IMPACT
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/CKA. 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 2020.  For the attendance of DP to be above the national DP figure of 92.5% by July 2020 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 2020, with the overall goal to close the gap to national Non-DP of 8.5%	ALI, GM, MH, MWA	Follow up emails sent to parents after events. Calls/emails by PPM and ALI
<b>Total budgeted cost</b>					<b>£2,500</b>



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?	Staff lead	IMPACT
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%	MH, DCO, EC	<p><input type="checkbox"/> Due the announcement made by the Secretary of State for Education, we will not be able to ascertain the 5+ and 4+ attainment for English &amp; Mathematics. Teachers will instead be expected to make a judgment of student's ability based on teacher assessment and a ranked judgement grade.</p> <p><input type="checkbox"/> The use of 4i intervention monitoring has been used up until STEP 3 and has been successful. [COVID-19: This form of intervention has been suspended due to the closure of the academy]</p>

# St Thomas More High School's Pupil Premium impact report for year 2019/20



Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 50% to exceed the national DP figure of 50%	MH, DCO, EC	Due the announcement made by the Secretary of State for Education, we will not be able to ascertain the 5+ and 4+ attainment for English & Mathematics. Teachers will instead be expected to make a judgment of student's ability based on teacher assessment and a ranked judgement grade (please see results)
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 2020	EC/JH	Due the announcement made by the Secretary of State for Education, we will not be able to ascertain the 5+ and 4+ attainment for English & Mathematics. Teachers will instead be expected to make a judgment of student's ability based on teacher assessment and a ranked judgement grade
To increase confidence and in particular with literacy	Extra English sessions put on by the English department  Development of new library Use of specialized teaching assistants	EEF – suggests that small group tuition can create a moderate impact for very low cost <i>+4 months - Small group tuition</i> <i>+1 month - Teaching assistants</i>	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.	DCO, MH	



# St Thomas More High School's Pupil Premium impact report for year 2019/20

<p>Increase the performance of the More Able DP cohort by differentiation in the year 11 revision weekend</p>	<p>Year 11 Revision weekend</p>	<p>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></p>	<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 progress and at least match non-DP national averages.</p>	<p>MH</p>	<p>Easter 2020            ☒ Due the announcement made by the Secretary of State for Education, we will not be able to carry on with the revision weekend due to the cancellation of exams and closure of school</p>
<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:            - More Able Co-ordinator            - PP Co-ordinator            - Administrator salaries</p>	<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  <i>+8 months impact – feedback</i>  <i>+3months impact – parental involvement</i></p>		<p>MH/ALI/CKA</p>	<p>Ongoing – termly review            Many opportunities have been given to our DP, such as rolling out the INSPIRE2INVOLVE programme which has had to be halted due to the COVID 19 outbreak, (3 6<sup>th</sup> formers signed up and were undertaking the programme)            Some students applied for work experience through Sutton Trust and will be able to get some benefit through online and virtual means due to the COVID 19 outbreak</p>



# St Thomas More High School's Pupil Premium impact report for year 2019/20

<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>JH DTJ HODS</p>	<p>Through work scrutinies and learning walks – staff highlight the DP on their registers and be aware and cater for students.</p> <p>DTJ delivered sessions on vocab gap and also sends out weekly 'Word of the Week' to all staff to use in their lessons.</p>
<p>Increased Aspirations and improve the possibility of going to university with some of our More Able/Disadvantaged students</p>	<p>Cambridge and Oxford trip with a selected group of students</p>	<p>To raise aspirations of DP in our school and to give them a university experience, especially those with high prior attainment,</p> <p>EEF – suggests that raising aspirations alone has little impact however, combining this with Social and Emotional Learning can be moderate</p> <p><i>+4 months impact – social and emotional learning</i></p>	<p>Students identified and report to be written by CKA on the feedback of students on the trips and the thoughts overall.</p>	<p>TWI, CKA</p>	<p>Autumn Term – completed and carried out.</p> <p>Inspire2involve programme run by ALI also completed visit to Cambridge and group sessions before lock down occurred.</p>
<p>Trips and visits</p>	<p>We have encouraged all students to be involved in trips and visits</p>	<p>To encourage fairness and ensure that through equity not quality all students have the same opportunities to learn offsite.</p>	<p>Increased participation of DP compared to their non-DP counterparts</p>	<p>PMX, MWE, ALI, MH</p>	<p>Termly review</p>
<p>Increase progress in Maths and English for identified students</p>	<p>One to one tuition for students in maths in English for those LAC and post LAC</p>	<p><i>One to one tuition</i></p> <p><i>+ 5 months impact</i></p>	<p>Increased attainment in maths and English for those students identified, feedback from students and parents.</p>	<p>ALI, PMX</p>	<p>Continuous progress and still occurring.</p> <p>One to one tuition taking place</p>

# St Thomas More High School's Pupil Premium impact report for year 2019/20



<p>Careers Advice and Guidance</p>	<p>Connexions appointments to be given to DP over non-DP students</p> <p>Kudos rolled out</p> <p>Recruitment of Careers co-ordinator</p> <p>Careers Fair in March 2020</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</p> <p><i>+0 months impact – mentoring</i></p> <p><i>+7 months impact – metacognition and self-regulation</i></p>	<p>Students identified and appointments given out.</p> <p>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>ECO, ALI</p>	<p>Careers Fair took place on 9<sup>th</sup> March 2020 just before the COVID 19 outbreak.</p> <p>Successful recruitment of careers co-ordinator, year 10 work experience rolled out – year 12 work experience cancelled due to COVID 19 outbreak</p> <p>Connexions appointments given to DP as a priority in Autumn 2019 and this links nicely with the assertive mentoring process.</p>
<p>Improved emotional well being</p>	<p>Counsellor recruited and counselling sessions arranged as needed</p>	<p><i>Social and emotional well-being</i></p> <p><i>+3 months</i></p>	<p>Improved behaviour and emotional strength, review of sessions, reduction of stress and anxiety</p>	<p>GM/MWA/JME</p>	<p>JME started delivering some stress sessions – ALI TO talk to JM</p> <p>E ref this</p>
<p>To narrow any literacy gap between DP and Non-DP in school on entry</p>	<p>Development of new library and new librarian</p> <p>LSA and teaching assistant support (specialized in English and Maths)</p>	<p>EEF – suggests that oral language interventions and reading comprehension strategies can have a significant impact</p> <p><i>+5 months impact – reading comprehension strategies</i></p>	<p>To improve the reading age of DP by at least 5 months by July 2020.</p>	<p>SEN team, librarian, English department and learning mentor</p>	<p>New library and librarian in position.</p> <p>Book Buzz rolled out to all DP in year 7 and 8, books given for free from a range of titles and books donated to the school as well.</p> <p>JKE and FGA both LSA's linked to Maths and English specifically and helping to provide key support as well as differentiated resources for Maths and English.</p>
<b>Total budgeted cost</b>					<b>£91,500</b>

<b>Total budgeted cost for overall strategy</b>	<b>£116,000</b>
---	-----------------