

# St Thomas More High School's Pupil Premium impact statement 2020-21



## 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>	2020/21	<b>Total PP budget</b>	£122,000	<b>Date of most recent PP Review</b>	Jan 2020
<b>Total number of pupils</b>	1055	<b>Number of pupils eligible for PP</b>	146 (15%) (7-11) 183 (7-13)	<b>Date for next internal review of this strategy</b>	Jan 2021

## 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>

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 a number of T&L strategies through the CPD programme for 2020-2021 to ensure teachers are up to date with the latest training
B.	To improve parental engagement of pupils who are eligible for Pupil Premium Funding	Increased parental engagement % of Pupil Premium parents to key events (where possible) and increased contact via other means (COVID permitting).



# St Thomas More High School's Pupil Premium impact statement 2020-21

C	To improve performance of Disadvantaged Pupils	To increase and monitor more closely the students who are below the threshold in English or Maths and focus on all subject areas
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## 4. Actual expenditure in response to barriers identified

<b>Academic year</b>	<b>2020/2021</b>
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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 /	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	Impact
To gain a greater understanding of the needs of our students, to help identify barriers to learning	<p>To begin to develop 360 degree profiles through the use of mentoring</p> <p>Increased communication to ascertain the barriers to learning through hub meeting and pastoral notes.</p> <p>Summer school for new year 7 cohort</p>	<p>EEF – Feedback to DP and parents will be more improved via more interactions with mentors at every opportunity and to keep parents informed of progress through email, progress reports and more detailed reports in the absence of face to face parents evenings for this year (due to COVID)</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>	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.	ALI, MH	Through mentoring and hub meeting notes we have a greater handle on this – due to COVID we were unable to create 360 degree profiles for all students so this is an ongoing objective for the forthcoming year.



# St Thomas More High School's Pupil Premium impact statement 2020-21

<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 (HODS to highlight areas in particular which are PP funding) Also departments to bid for funding</p>	<p>PPG Departmental Development Plan to be created EEF – suggest that improving teaching, marking and feedback has a significant impact <i>+8 months impact – feedback</i> <i>+3 months impact – individualized instruction</i> <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 2021 (National non-DP 0.12)</p>	<p>PMX, ALI, HOD S</p>	<p>Summer 2021 (Sisra Analytics) for Year 11 shows that PP students achieved -0.39 for P8 and non PP achieved 0.16 so leaving a gap of 0.55 grades on average between PP and non-PP. Last year the gap was 0.66 so the gap has decreased between PP and non-PP (although PP students were positive 0.05) so this is something that we will continue working on for this forthcoming 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  Teams set licence (ongoing)</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 <i>+8 months impact – feedback</i> <i>+3 months impact – individualized instruction</i> <i>+5 months impact – collaborative learning</i> <i>+4 months impact – digital technology</i></p>	<p>Feedback from CPD sessions  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 HOD S</p>	<p>We have had to switch to National College as our training provider due to COVID restrictions. 100% of teaching staff have signed up at taken part in at least 2 training sessions through the National College.  Recruitment of teachers in core subjects to ensure that class sizes are smaller so that the feedback and quality teaching can improve experience for disadvantaged learners.</p>

# St Thomas More High School's Pupil Premium impact statement 2020-21



<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 HOD S</p>	<p>Summer 2021 (Sisra Analytics) for Year 11 shows that PP students achieved -0.39 for P8 and non PP achieved 0.16 so leaving a gap of 0.55 grades on average between PP and non-PP.</p> <p>Last year the gap was 0.66 so the gap has decreased between PP and non-PP (although PP students were positive 0.05) so this is something that we will continue working on for this forthcoming year.</p> <p>The gaps at the end of the summer term were:</p> <p>Year 10 0.34 Year 9 0.04 Year 8 0.20</p>
<b>Total budgeted cost</b>					<b>£22,000</b>
<b>Total actual costs</b>					<b>£64,500</b>



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 contact with parents despite social distancing measures, focusing on other ways to achieve increased parental engagement where possible	To advertise and email home regarding progress (first line of contact Pupil Progress Mentors) – to chase up and encourage attendance or to have email/telephone dialogue ref attendance	<p>EEF – feedback has very strong evidence for improving learning and progress; Follow up calls made for the following progress reports by Pupil Progress Mentors, MH and ALI/CKA. The purpose will be to pass on key information but to also establish any barriers.</p> <p>Detailed reports in absence of regular parents evenings</p> <p>Options Evenings and Study skills evenings (virtual)</p> <p><i>+8 months impact – Feedback</i></p> <p><i>+3 months impact – parental involvement</i></p> <p><i>NCSL – Engaging parents through networks and effective partnerships</i></p> <p>Cashless Catering and also uniform assistance and various others to help with engagement of parents</p>	<p>To ensure that contact is made with parents at least once per half term, either through progress reports and check ins, praise/interventions where needed.</p> <p>For the attendance of DP to be above the national DP figure of 92.5% by July 2021 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 2021, with the overall goal to close the gap to national Non-DP of 8.5%</p>	ALI, GM, MH, MWA	<p>Evening attendance has been difficult to measure in terms of face to face sessions, however we switched to online platforms for parent teacher meetings and this has helped with attendance – to continue to be reviewed next year.</p> <p>Attendance has remained consistent at 91% - this is 2% worse than non PPG but the gap has reduced by 3% - would like to work on increasing this to over the national PPG comparator.</p> <p>Persistent absence – PPG students account for 32 out of the 52 (69%) of the persistent absence. This has been an increase and is higher than the National Comparator, however COVID related absences can affect this and needs to be monitored.</p>
<b>Total budgeted cost</b>					<b>£2,500</b>
<b>Total actual cost</b>					<b>£2,930</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	How will you ensure it is	Staff lead	When will you review
To increase the performance of pupils in both English and Maths	<p>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</p> <p>Continued re-modelling of the Pupil Support Centre with full time staff</p> <p>Students confidence and improve their attainment and progress at KS4 with a particular emphasis in English and Maths</p> <p>PM targets set for some staff to focus on catch up literacy and numeracy in year 7 as well as a COVID catch up progress mentor</p> <p>Learning support assistants to help where needed, GL assessment to assess starting points, CATS and reading assessments</p> <p>Book Buzz and library assistance</p>	<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>	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	At the end of the year and in summer 2021 TAG I am pleased to see that the % of DP who achieved a grade 5 in maths and English increased from 33% to 40%. This is still not yet at the national figure of 50% but a 7% increase on the previous year. Non PP students were at 64.9% grade 5 in M and E. This is still a substantial gap at 24.9% however last year the gap was 28.9% of students achieved a 9-7 grade in English and Maths.



# St Thomas More High School's Pupil Premium impact statement 2020-21

<p>To increase the performance of pupils in both English and Maths</p>	<p>Careful identification of pupils and encouragement to attend interventions where possible</p>	<p>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></p>	<p>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%</p>	<p>MH, DCO, EC</p>	<p>As above</p>
<p>To achieve 25% grade 9-7 at GCSE</p>	<p>Purchase of revision guides and past paper packs to be printed off             Increased differentiation to stretch MA DP</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>	<p>25% grades at 9-7 at GCSE to be achieved by July 2021</p>	<p>EC/JH</p>	<p>Out of the DP pupils in this cohort 15% achieved a 9-7 in both maths and English, this is compared to 19.8% of Non DP, this has still got a gap but the % of DP achieving a 9-7 in English and Maths has gone up from 9.1% and the gap was 8.7% but this has gone down to 4.8%</p>
<p>To increase confidence and in particular with literacy</p>	<p>Extra English sessions put on by the English department             Development of new library            Use of specialized teaching assistants</p>	<p>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></p>	<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>	<p>DCO, MH</p>	<p>Reading ages have been improving in year 9 as PPG have now on average got higher reading ages than non-PPG.             However, in Year 7 and 8 there is a GAP and this is something we would like to work on in the forthcoming year. (See literacy gap on PP Statement)</p>



# St Thomas More High School's Pupil Premium impact statement 2020-21

<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"> <li>- More Able Co-ordinator</li> <li>- PP Co-ordinator</li> <li>- Administrator salaries</li> </ul>	<p>EEF – Feedback to DP and parents will be improved via more face to face interactions with 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>MH/ALI/CKA and Pupil Progress Mentors</p>	<p>DP names have been highlighted to all staff. These are also now highlighted on SISRA as well as SIMS so teachers can clearly highlight any issues surrounding the gaps within subjects.</p>
<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>There has been some examples of excellent practices of feedback to disadvantaged learners. These are seen through the normal practice of work scrutiny's that have taken place. (Not as many taken place due to COVID lockdown in spring term.)</p> <p>Plan in place to observe assessed work focusing on monitoring of disadvantaged students in the Autumn term.</p>



# St Thomas More High School's Pupil Premium impact statement 2020-21



<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 launch the Scholars Programme (Brilliant Club) to Year 9 and 10 MA students for this academic year</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><i>0 impact - aspirations</i></p>	<p>Students identified and report to be written by ALI on the feedback of students on the trips and the thoughts overall.</p>	<p>ALI, CKA, FJO</p>	<p>Spring Term – 75% of pupils who completed the Brilliant Club Scholars programme achieved a 2:1 or 1<sup>st</sup> class honours in their final assignment. Out of these 12 students 100% were PP students, 50% had parents who had no history of higher education. 40% of the pupils lived in 40% of the most deprived areas according IDACI. According to the feedback 100% of the pupils enjoyed the launch event, 49% of pupils achieved a baseline average which was lower than the 54% of national students, however when it came to the final average national figs were at 64 versus 82 in our school with 66% achieving average progress. Based on university self – efficacy they achieved at least a 20%</p>
<p>Trips and visits (where possible and COVID permitting) some may be amended to virtual 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><i>+4 months impact – outdoor</i></p>	<p>Increased participation of DP compared to their non-DP counterparts</p>	<p>PMX, MWE, ALI, MH</p>	<p>Ongoing as not many trips gone out yet, however some DP attended the year 10 mountain walking trip and also completed DofE. 10% of students were PPG and all funded the expedition to complete their bronze Dof E</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>Termly review</p>

# St Thomas More High School's Pupil Premium impact statement 2020-21



Careers Advice and Guidance	<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>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>	ECO, FJO	100% of DP have had at least once Connexions appointments and Unifrog set up for all year groups to help with Careers, Information, Advice and Guidance and to help improve pathway options and aspirations.
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	GM/MWA/JME	Recruitment of additional counsellors to help with emotional support, stress and anxiety. In 2020-2021 31% of the students seen were PPG
To narrow any literacy and numeracy gap between DP and Non-DP in school on entry	<p>Development of new library and new librarian</p> <p>LSA and teaching assistant support (specialized in English and Maths)</p> <p>PM targets set for UP teachers to focus on increasing attainment and closing the gap</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>	To improve the reading age of DP by at least 5 months by July 2021.	SEN team, librarian, English/Maths department and learning mentor	Ongoing, due to the lack of contact time. PPG v Non PPG in literacy levels are still an issue for year 7 and 8 are still on average 8 months difference. In year 9 the gap has closed.
<b>Total budgeted cost</b>					<b>£91,500</b>
<b>Total actual cost</b>					<b>£43,009</b>
<b>Total budgeted cost for overall strategy</b>					<b>£116,000</b>
<b>Total actual cost for overall strategy</b>					<b>£110,439</b>

# St Thomas More High School's Pupil Premium impact statement 2020-21



1. Summary information					
School	St Thomas More High School				
Academic Year	2020/21	Total COVID catch up budget	£64,000	Date of most recent PP Review	Jan 2020
Total number of pupils	1055	Number of pupils eligible for PP	146 (15%) (7-11) 183 (7-13)	Date for next internal review of this strategy	Jan 2021

## To improve the quality of teaching and learning and to close the COVID gap

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 improve the provision of remote learning in case of self isolation, lockdown or other reasons why pupils may be absent from school	Office 365 switchover cost (£4997)  Postage and packaging for laptops (£125)  Digital resources ordered by departments (£5605)	The EEF's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19. When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include: Teaching quality is more important than how lessons are delivered  <ul style="list-style-type: none"> <li>Ensuring access to technology is key, especially for disadvantaged pupils</li> <li>Peer interactions can provide motivation and improve learning outcomes</li> <li>Supporting pupils to work independently can improve learning outcomes</li> <li>Different approaches to remote learning suit different types of content and pupils</li> </ul> April 2020 EEF	Training of staff on Microsoft Teams in Term 1 of 2020-2021 (JMA)  Roll out of Teams to students so that they begin to use it and submit work through there to get used to as soon as possible (Term 1 2020-2021) (JMA and all staff)  Questionnaire to be developed to assess the need for digital resources in the home if an additional lockdown occurs (JMA)  Departments to liaise with MHA about the need for resources within departments. Justification of resources and how will they be used, especially for Year 11 and Year 13 pupils.	RSH, JPA, JMA, CBE, MHA	100% of staff and students are using Teams after the roll out, this was used extensively during lock down 2 and continued to use instead of the VLE which has now become void.  Laptops given to pupils who required them from the government as well as kind donations from various people.

# St Thomas More High School's Pupil Premium impact statement 2020-21



<p>To improve provision for those who may not have access to digital resources</p>	<p>Additional textbooks/revision booklets and departmental resources (hard copies) (£1000)  Other (£63)</p>	<p>The EEF's rapid evidence assessment examines the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19. When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include: Teaching quality is more important than how lessons are delivered</p> <ul style="list-style-type: none"> <li>• Ensuring access to technology is key, especially for disadvantaged pupils</li> <li>• Peer interactions can provide motivation and improve learning outcomes</li> <li>• Supporting pupils to work independently can improve learning outcomes</li> <li>• Different approaches to remote learning suit different types of content and pupils</li> </ul> <p>April 2020 EEF</p>	<p>Departments to liaise with MHA about the need for resources within departments. Justification of resources and how will they be used, especially for Year 11 and Year 13 pupils.</p>	<p>MHA and HODS</p>	<p>Ongoing – revision guides given to all students who need them going forward, hard copies of resources sent to students who didn't have adequate provision for IT.</p>
<p>Recruitment of additional pupil progress mentor (COVID catch up mentor)</p>	<p>£4000</p>	<p>To ensure we are providing a provision for liaising with parents, and pupils of those who are in particular need following the COVID 19 and who may have a gap in their learning. Also providing a person who can liaise with families who are self-isolating ensuring there is adequate provision when learning from home</p> <ul style="list-style-type: none"> <li>• Supporting pupils to work independently can improve learning outcomes</li> </ul> <p>April 2020 EEF</p>	<p>Feedback from CPD sessions, HUB meetings, progress review</p> <p>Understanding and use of SISRA/SIMS in data analysis and exam results feedback and liaison in SLT line management meetings</p>	<p>MHA</p>	<p>Recruitment of COVID mentor during the year 2019-2020 focused on year 10 and 11.</p> <p>Contacted 100% of all DP students as well as regular contact with disengaged students that were not engaging in teams lessons.</p> <p>This included chasing students to catch up on work missing and to try to ensure DP didn't fall further behind, felt supported whilst working at home as well as teaching them to work more</p>

# St Thomas More High School's Pupil Premium impact statement 2020-21



Provision for resources for Revision (revision books, text books)	£17045	<ul style="list-style-type: none"> <li>Supporting pupils to work independently can improve learning outcomes</li> <li>Different approaches to remote learning suit different types of content and pupils</li> </ul> <p>April 2020 EEF</p>	Departments to liaise with MHA about the need for resources within departments. Justification of resources and how will they be used, especially for Year 11 and Year 13 pupils.	MHA/MWE	<p>This is ongoing and preparation for the June 2022 exams as well as June 2021 exams for year 11 and 13 in 20/21 year as well as getting ahead with preparation for 21/22 year.</p> <p>Ensuring that all DP had access to resources online and hard copies in case of having to share laptops from larger families at home.</p>
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<b>Total budgeted cost for overall strategy</b>	<b>£17,005</b>
<b>Total actual spend</b>	<b>£32,835</b>
<b>Carried forward to 2021-2022</b>	<b>£46,995</b>