



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

1. Summary information					
School	St Thomas More High School				
Academic Year	2018/19	Total PP budget	£116,000	Date of most recent PP Review	Jan 2018
Total number of pupils	1029	Number of pupils eligible for PP	158 (15%)	Date for next internal review of this strategy	Jan 2019

2. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Less parental engagement of pupils who are eligible for Pupil Premium Funding
B.	The performance of Disadvantaged Pupils in Maths and English combined scores
C.	The performance of More Able/Disadvantaged Pupils in Maths in key stage 4
D.	Attainment 8 of Disadvantaged Pupils below Non-Disadvantaged Pupils
E.	The performance of More Able/Disadvantaged Pupils overall in key stage 4 (High prior attainment -0.57 v low prior attainment 1.75)
F.	EBACC average point score lower than national average (school 3.79 v national 4.39)
G.	Low aspiration of a small cohort of students (mostly eligible for PP) within KS3 and KS4.
H.	Improve VA Pillar for Languages

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I.	Improve VA Pillar for DP in Humanities	
3. Desired outcomes and how they will be measured		Success criteria
A.	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.
B.	To improve performance of Disadvantaged Pupils in Maths and English combined scores	To increase and monitor more closely the students who are below the threshold in English or Maths
C.	To improve performance of More Able/Disadvantaged Pupils in Maths in key stage 4	To increase performance of more able disadvantaged students in Maths
D.	To improve Attainment 8 of Disadvantaged Pupils	Subjects all to work on improving achievement and attainment of DP in their subject areas
E.	To improve performance of More Able/Disadvantaged Pupils overall in key stage 4	Improve the P8 for students with high prior attainment overall and continue the work on the low prior attainers
F.	To improve EBACC average point score compared to national average	Subjects to be broadly in line (or better than) the national comparator and not to be statistically significant
G.	To improve the aspirations of a small cohort of students (mostly eligible for PP) within KS3 and KS4.	To improve the aspirations of some students in KS3 and KS4
H.	Improve VA Pillar for Languages	Subjects to be broadly in line (or better than) the national comparator and not to be statistically significant
I.	Improve VA Pillar for DP in Humanities	Subjects to be broadly in line (or better than) the national comparator and not to be statistically significant



4. Planned expenditure in response to barriers identified					
Academic year		2018/19			
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	When will you review implementation?
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	Termly

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<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>PMX, ALI, HODS</p>	<p>Term 1</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>Termly</p>

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<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>	
Total budgeted cost					£22,000



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	When will you review implementation?
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%	ALI, GM, MH, MWA	
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	ALI, MH and SMA	

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<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>		
Total budgeted cost					£2,500



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	When will you review implementation?
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	Termly review
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%	MH, DCO, EC	Termly review
Total budgeted cost					£3,000



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?	Staff lead	When will you review implementation?
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	EC/JH	Termly review
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	EC/JH	Termly review
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	EC/JH	Termly review
Total budgeted cost					£12,000

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?	Staff lead	When will you review implementation?

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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.	DCO, MH	
Total budgeted cost					£35,000

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?	Staff lead	When will you review implementation?
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 progress and at least match non-DP national averages.	MH	Easter 2019
Ensure that the promotion of outcomes and entitlement of Disadvantaged pupils are integral to all aspects of life in St Thomas More	<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>		MH/ALI/TWI	Ongoing – termly review
Total budgeted cost					£22,000



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?	Staff lead	When will you review implementation?
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>	JH DTJ HODS	Termly review
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	AH, JH	Spring Term
Total budgeted cost					£5,000

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



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?
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.	TWI, CKA	Autumn Term
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	PMX, MWE, ALI, MH	Termly review
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.	ALI, PMX	Termly review
To launch the Pupil Premium Promise	To give students the opportunity to have the same opportunities as their non-DP counterparts	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> <i>+4 months impact – social and emotional learning</i> <i>+2 months impact – arts participation</i>	All students given the opportunity to be a part of the pupil premium promise; launch by year group. Reward system linked – with gold, silver and bronze awards for successful completion. Improvements in holistic score of P8 moving towards national comparator.	ALI	Easter Term

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<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>GMA/ALI</p>	<p>Termly review</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>MGR, ALI</p>	<p>Termly review</p>
<p>Total budgeted cost</p>					<p>£5,000</p>



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?	Staff lead	When will you review implementation?
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	ALI	Termly review
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>	JH DTJ HOD	Termly review
Total budgeted cost					£5,000



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?	Staff lead	When will you review implementation?
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>	RMA and CDA	Termly review
Total budgeted cost					£2,500



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?	Staff lead	When will you review implementation?
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	Termly review
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.	SEN team, librarian, English department and learning mentor	Termly review
Total budgeted cost					£8,000
Total budgeted cost for overall strategy					£122,000