



St Thomas More High School's Pupil Premium strategy statement 2019/20

| OBJECTIVE: TO CLOSE THE GAP BETWEEN DISADVANTAGED AND NON-DISADVANTAGED PUPILS | | | | | |
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| 1. Summary information | | | | | |
| School | St Thomas More High School | | | | |
| Academic Year | 2019/20 | Total PP budget | £116,000 | Date of most recent PP Review | Jan 2019 |
| Total number of pupils | 1055 | Number of pupils eligible for PP | 158 (15%) | Date for next internal review of this strategy | Jan 2020 |

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

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

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| 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 pupils - To improve performance of Disadvantaged Pupils in terms of progress 8 |

| 3. Desired outcomes and how they will be measured | | Success criteria |
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| 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. |

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| 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 |
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| 4. Planned expenditure in response to barriers identified | | | | | |
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| 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 | 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 2020 (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 | | | | | |
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| 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 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 | |
| | | | | Total budgeted cost | £2,500 |



| iii. To improve the performance of Disadvantaged Pupils in both Maths and English combined | | | | | |
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| 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 50% to exceed the national DP figure of 50% | MH, DCO, EC | Termly review |

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| 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 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 | Termly review |
| 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 | |
| Increase the performance of the More Able DP cohort by differentiation in the year 11 revision weekend | Year 11 Revision weekend | 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> | 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 2020 |
| Ensure that the promotion of outcomes and entitlement of Disadvantaged pupils are integral to all aspects of life in St Thomas More | Continuation of leadership structures for the disadvantaged pupils. This would include: - More Able Co-ordinator - PP Co-ordinator - Administrator salaries | 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> | | MH/ALI/TWI | Ongoing – termly review |



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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> | <p>Termly review</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</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>Termly review</p> |

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| 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>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> | ECO, ALI | Termly review |
| Improved emotional well being | Counsellor recruited and counselling sessions arranged as needed | <p><i>Social and emotional well-being</i></p> <p><i>+3 months</i></p> | 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 | <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> | To improve the reading age of DP by at least 5 months by July 2020. | SEN team, librarian, English department and learning mentor | Termly review |
| Total budgeted cost | | | | | £91,500 |

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| Total budgeted cost for overall strategy | £116,000 |
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