

# St Thomas More High School's Pupil Premium strategy 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>	£106,664	<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).

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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. Planned 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 / 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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<p>To gain a greater understanding of the needs of our students, to help identify barriers to learning</p>	<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>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>	<p>CPD to be delivered through the PM programme for the use of VESPA which is the advised model for mentoring and as a refresher to staff through staff briefings that outline expectation.</p>	<p>ALI, MH</p>	<p>Termly</p>
<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)</p> <p>Also departments to bid for funding using the catch up premium for this academic year</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 2021 (National non-DP 0.12)</p>	<p>PMX, ALI, HODS</p>	<p>Term 1</p>



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<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>
<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><b>Total budgeted cost</b></p>					<p><b>£22,000</b></p>



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 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	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.  Detailed reports in absence of regular parents evenings Options Evenings and Study skills evenings (virtual) <i>+8 months impact – Feedback</i> <i>+3 months impact – parental involvement</i>	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.  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%  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%	ALI, GM, MH, MWA	
				<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	When will you review implementation?
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>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	Termly review



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To increase the performance of pupils in both English and Maths	Careful identification of pupils and encouragement to attend interventions where possible	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
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To achieve 25% grade 9-7 at GCSE	Purchase of revision guides and past paper packs to be printed off  Increased differentiation 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 2021	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	
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 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/CKA and Pupil Progress Mentors	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 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>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</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>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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<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>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, FJO</p>	<p>Termly review</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>Termly review</p>
<p>To narrow any literacy and numeracy 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>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>	<p>To improve the reading age of DP by at least 5 months by July 2020.</p>	<p>SEN team, librarian, English/Maths department and learning mentor</p>	<p>Termly review</p>
<p><b>Total budgeted cost</b></p>					<p><b>£91,500</b></p>
<p><b>Total budgeted cost for overall strategy</b></p>					<p><b>£116,000</b></p>



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1. Summary information					
School	St Thomas More High School				
Academic Year	2020/21	Total COVID catch up budget	£65,520	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	When will you review implementation?
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> <i>April 2020 EEF</i>	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	Ongoing



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<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><i>April 2020 EEF</i></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</p>
<p>Recruitment of additional pupil progress mentor (COVID catch up mentor)</p>	<p>£3000</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><i>April 2020 EEF</i></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>Ongoing</p>

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Provision for resources for Revision (revision books, text books)	£45000	<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	Ongoing
<b>Total budgeted cost</b>					<b>£59,793</b>
<b>Total budgeted cost for overall strategy</b>					<b>£65,520</b>