

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | St Thomas More High School, Kenilworth Gardens, Westcliff on Sea, Essex SS0 0BW |
| Number of pupils in school | 1223 (7-11: 902) |
| Proportion (%) of pupil premium eligible pupils | 16.9% as at Nov 2022 (7-11) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | Annually (Last reviewed Nov 2022) |
| Statement authorised by | Mr M Hardiman/Mrs G Ackred |
| Pupil premium lead | Mrs A Lindsay |
| Governor / Trustee lead | Mrs S Jones |

Funding overview

| Detail | Amount |
|---|----------------------|
| Pupil premium funding allocation this academic year | £118,420 (2021-2022) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £117,215 (2022-2023) |

Part A: Pupil premium strategy plan

Statement of intent

St Thomas More High School prides itself on striving to ensure that all students have the support and opportunities to achieve their potential. It is the St Thomas More High School's philosophy that all students regardless of their background should experience and have access to the highest standard of education. It states in our mission statement as well as being 'Gods Servant First' we should all strive to fulfil our academic potential.

The Pupil Premium is additional funding that is designed to help disadvantaged pupils of all abilities perform strongly and in turn close the gap between them and their peers. The funding is allocated according to the number of students on-roll who meet the eligibility criteria for free school meals (FSM), looked after/in care (LAC) and for children of service personnel. There is no requirement for this money to be spent on individual students if they meet the eligibility, however, it is necessary to allocate the funding to this group of students (as well as other pupils from lower income families) so that these students can be provided the same opportunities to make the same progress as their peers. All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment.

Guiding principals

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils are underachieving, particularly in English and Mathematics, and question why.
- Draw on research evidence (Education Endowment Foundation) to allocate the funding to activities that are most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.

- Allocate their best teachers to teach intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attainment and Progress Gaps – at present we have a number of gaps in progress in attainment and there is a gap particularly at GCSE level |
| 2 | Social and Emotional Needs (Pastoral Needs) –Our assessments, discussions and observations have identified social and self-confidence issues more so for our disadvantaged students compared to those who are not disadvantaged, since the COVID pandemic a number of our students that are disadvantaged are finding it hard to cope emotionally to the changing of the world, family circumstances and to regulate their emotions. |
| 3 | Literacy - vocabulary deficit and reading Our assessments, discussions and observations have identified that our Pupil Premium students are likely to have a tier 2 and 3 vocabulary deficit and |

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| | reading comprehension issues may be preventing them from accessing certain parts of the curriculum. |
| 4 | Cultural Deficit – our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them compared to non-disadvantaged. It is not that they are less ambitious, but what they believe is possible limited to their life experience to date. |
| 5 | Parental Engagement – our discussions, analysis of data and observations have identified that those pupils whose parents/guardians are harder to reach, are not making as much progress as those that are not. This is particularly true for the disadvantaged pupils. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria | Review Nov 2022 |
|---|---|--|
| 1. Attainment and Progress Gap between PP students and their peers continues to narrow. (link to challenge 1) | PP students at National Average PP v Non-PP Decrease GAP | To be confirmed (Feb 2023) when ASP is released. We review data between year groups PPG v Non PPG and where gaps appear we diagnose and intervene where appropriate. |
| 2. To offer support whether financial or pastoral to improve wellbeing (link to challenge 2) | Successful management and allocation of Disadvantaged Fund (DF) | We now incorporate the opt out position on school trips. Will compare take up of trips from last year to this year going forward! |
| 3. To improve the literacy, oracy and numeracy of PP students. (link to challenge 3) | Improved reading ages | Taken baseline at the beginning of September 2022 for year 7 -11 to review going forward. Booster sessions to take place as a result of reading ages. Intervention sessions are being put into place from Jan 2023 |
| 4. Provide an increasing number of enrichment activities for disadvantaged pupils (link to challenge 4) | Each PP student to be involved in at least one extracurricular activity per year. | 100% of students are invited to a wide range of enrichment opportunities. A total of 334 students attended at least one club session in that time period. Please note this doesn't include any sport clubs. 48PPG - this is 38% of PPG in 7-11 17 MABLE this is 11% of MABLE in 7-11 2 EHCP this is 6% of EHCP in 7-11 11 SEN code K 18% K code in 7-11 |

| | | <i>We are hoping to review attendance of the sports clubs going forward and increase the uptake in the year 2022-2023</i> | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------|-------|---|-------|---|-------|---|-------|----|------|----|-------|------|-------|---|-------|---|-------|---|-------|----|-------|----|-----|
| 5. To improve parental engagement of PP students (link to challenge 5) | Increased attendance at events, parents evenings, study skills evenings. | <div>In 2021/2022 The Gap between PPG and non were the following for parents evenings (this is to be further reviewed next year to assess impact)</div> <table><tr><th>Year</th><th>GAP %</th></tr><tr><td>7</td><td>18.4%</td></tr><tr><td>8</td><td>20.7%</td></tr><tr><td>9</td><td>23.3%</td></tr><tr><td>10</td><td>7.6%</td></tr><tr><td>11</td><td>27.5%</td></tr></table> <div>For study skills and KS3 information evenings</div> <table><tr><th>Year</th><th>GAP %</th></tr><tr><td>7</td><td>26.6%</td></tr><tr><td>8</td><td>27.3%</td></tr><tr><td>9</td><td>33.7%</td></tr><tr><td>10</td><td>10.3%</td></tr><tr><td>11</td><td>N/A</td></tr></table> | Year | GAP % | 7 | 18.4% | 8 | 20.7% | 9 | 23.3% | 10 | 7.6% | 11 | 27.5% | Year | GAP % | 7 | 26.6% | 8 | 27.3% | 9 | 33.7% | 10 | 10.3% | 11 | N/A |
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| 7 | 18.4% | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 11 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 102,000

| Activity | Cost | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|---------|--|---|
| <i>Additional Staffing</i> | £58,000 | By reducing class sizes, it may be possible to change the deployment of staff (both teachers and teaching staff) so that teachers can work with smaller groups <i>+4 months impact – social and emotional learning</i> <i>+4 months impact - smaller group tuition</i> | By providing additional staffing to reduce class sizes this will help close the progress and attainment gaps as the teachers of those smaller classes can therefore concentrate on the skills required for the students to achieve in that subject (Challenge 1) By providing additional staffing we can also do intervention sessions with those that need it according to their reading ages (Challenge 3) |
| <i>Classroom Support</i> | £38,000 | Teaching assistants can provide a large positive impact on learner outcomes, how TA's are deployed is key <i>+4 months impact – teaching assistant interventions</i> <i>+2 months impact – mentoring</i> | Classroom assistants can help to provide support to the less able (and disadvantaged in lessons) this can help close attainment and progress gaps (Challenge 1) They can also help to identify those pupils requiring more SEMH support and those who find it difficult to regulate emotions (Challenge 2) |
| <i>TLR (PP)</i> | £4000 | To ensure that someone remains focused on the needs of the disadvantaged pupils in our school. <i>+4 months impact – social and emotional learning</i> <i>+2 months impact – mentoring</i> | It is imperative that we keep a focus on this area of the school so by ensuring that someone is there to champion, mentor, monitor progress and respond to challenges the disadvantaged pupils can help with all challenges (Challenge 1-5) |
| <i>CPD</i> | £2000 | One of the strategies that is felt is one of the most important for PP students is through the use of Quality Teaching First. National College provides us with a range of CPD opportunities that are online and available for use when we are | To ensure that the progress/attainment gap closes we need to ensure that we have excellent teaching (much of the research has identified quality first teaching as the main factor in success), as such an investment in CPD is key (Challenge 1) as we are also rolling out a literacy |

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| | | restricted about meeting in person. | strategy the first of which is reading and the vocabulary gap we feel that CPD is necessary to equip staff with the right tools to do this effectively (Challenge 3) |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,024.10

| Activity | Cost | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------|--|--|
| <i>Guided Reading Programme introduced instead of going with the accelerated reader programme (amended for 2022-2023)</i> | £5,500 | <p>We are focussed on improving literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>We have developed a disciplinary literacy strategy that takes place for all students on a weekly basis.</p> <p>All departments/staff are trained and incorporating literacy strategies to their curriculum areas.</p> <p><i>+6 months impact – reading comprehension strategies (EEF)</i></p> | <p>To close the progress and attainment gap for our pupils we need to ensure that ALL students have the literacy and reading age to access the curriculum fully (Challenge 1)</p> <p>This will also ensure that we meet challenge 3 as a result of everyone embedding literacy and reading into the curriculum as well as directed reading.</p> <p>By choosing books that are of a suitable level and range of texts, backgrounds we are developing their cultural capital as well, (Challenge 4)</p> |
| <i>Teams</i> | £4,500 | <p>With the current coronavirus pandemic it is instrumental to have online learning facilities as per government guidance since lockdown 1 March 2020. This has been a target of ours to increase the digital technology capacity to increase use of Teams and then to train all staff and students to use it – this is an ongoing cost for the licence but instrumental to closing the gap.</p> <p><i>+4 months impact – digital technology (EEF)</i></p> | 1, 2, 5 |
| <i>AV1 robot</i> | £1,300 | | <p>Technology is crucial in ensuring that any progress/attainment gaps are closed. It will allow all students to be able to access the curriculum when off ill, absent for any reason, as well as super curricular opportunities. (Challenge 1)</p> <p>For those who are absent for a longer period of time (depending on circumstances) will allow students to be involved (Challenge 2)</p> <p>The use of teams, text messaging, online parents meetings and school comms can keep a strong communication link with parents even if they live further away (Challenge 5)</p> |

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| <i>School led small group tutoring</i> | £3,000 | 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 (EEF)</i> <i>+5 months impact – collaborative learning (EEF)</i> | We have been developing a number of different opportunities for one to one tuition, small groups tuition and intervention sessions to help close the progress and attainment gaps that exist (Challenge 1) |
| <i>Brilliant Club</i> | Neg | Funded through Make Happen 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 (EEF)</i> <i>0 impact - aspirations</i> | By becoming involved with the Brilliant club we are choosing students carefully on their ability and aspirations, this can help close the progress gap (Challenge 1), can help improve social and emotional learning which could be improved upon (Challenge 2) as well as improving the students literacy and academic writing (Challenge 3) as well as building their cultural capital of experience of university and academia, raising aspirations as well as developing the knowledge of the topic matter. (Challenge 4) |
| <i>MyGCSEScience</i> | £824.10 | Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests. <i>+5 months impact – homework related activities</i> | Lack of resources and guidance of how to use them can reduce the progress of disadvantaged students, we ensure that all students have access to the materials that they need (Challenge 1) to help close the gap, this can help give the students confidence in their academic studies (Challenge 2) as well as develop their knowledge, literacy and content for their examinations. (Challenge 3) |
| <i>Collins Connect</i> | £400 | | |
| <i>Revision Packs</i> | £2,000 | | |
| <i>Revision Guides</i> | £1,000 | | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,989

| Activity | Cost | Evidence that supports this approach | Challenge number(s) addressed |
|--|---------|--|--|
| <i>Library sessions</i> | £12,000 | Literacy and reading comprehension strategies are key to improving the literacy overall <i>+6 months impact – reading comprehension (EEF)</i> | At key stage 3 we focus on ensuring that all pupils have access to the library and are being taught about books, reading, literacy focussed sessions to help close any gap (Challenge 3) |
| <i>Attendance, EWO and admin</i> | £25,000 | <i>+4 months impact – social and emotional learning (EEF)</i> <i>+2 months impact – mentoring</i> | We have a small gap in absence/persistent absence in our disadvantaged versus non-disadvantaged students – we feel that any absence has a negative effect on social and emotional wellbeing (Challenge 2) as well as that being the reason for some absences. This also helps with the line of communication through school comms and attendance officer which can help parental engagement especially in line with the supportive aspect of the green paper and white paper (Challenge 5) |
| <i>Counselling</i> | £2,600 | <i>+4 months impact – social and emotional learning (EEF)</i> | Many students have found things difficult since lockdown and also due to day-to-day life and changes in the economy and the impact on family life. Counsellors are incredibly vital to the social and emotional well-being of our students (Challenge 2) |
| <i>Careers</i> | £3,945 | Aspirations Interventions, setting targets and support <i>+4 months impact – social and emotional learning (EEF)</i> <i>+2 months impact – mentoring (EEF)</i> | Careers education as well as being a priority with the Gatsby Benchmarks – can help to close the gap in progress and attainment for giving the students something to work towards (Challenge 1) it can also help to increase aspirations and confidence to succeed and be open to the choices available to them which they may not be advised otherwise (Challenge 2) it can also help to plug the cultural deficit of the students being aware of the opportunities available and what careers are available. (Challenge 4) |
| <i>Parenting classes and workshops</i> | £1,000 | <i>+4 months impact – parental engagement (EEF)</i> | Study skills sessions, parent workshops (including safety online, RSE workshops) etc are used as a |

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| | | EEF states Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | way of both giving students the support in their future assessments, aspirations and future plans (Challenge 2) as well as helping to engage the parents in other ways apart from parents' evenings (Challenge 5) |
| <i>Educational Psych</i> | £514 | <i>+4 months impact – social and emotional learning</i> | Educational psychologists are vital in helping assess the needs of our pupils and to help in gaining exam access arrangements where possible/required (Challenge 1 and 2) |
| <i>Cashless catering</i> | £1,930 | To continue to avoid stigma of using free school meals vouchers and avoids any kind of emotional turmoil | To ensure that disadvantaged pupils do not feel ostracised or different in any way through the cashless catering system. (Challenge 2) |
| <i>Trip costs</i> | £5,000 (estimated costs for new opt out system to increase by £15000) to £20000 | To encourage fairness and ensure that through equity not quality all students have the same opportunities to learn offsite. <i>+4 months impact – outdoor adventure learning (EEF)</i> | To ensure that all pupils have the opportunity to go on educational visits rather than missing out compared to their non-disadvantaged peers. This will help to develop the cultural capital of the students (Challenge 4) |
| Summer school transition work | £2,000 | <i>+4 months impact – social and emotional learning (EEF)</i> <i>+3 months impact – summer school (EEF)</i> | To ensure that we get to know the pupils quickly and identify any issues as soon as possible. This will help to feel more social and emotionally secure in their transition (Challenge 2) to help give opportunities that they may not yet have had (Challenge 4) and to engage with parents at the earliest opportunities (Challenge 5) |

Total budgeted cost: £ 176,013.40

ACTUAL £194,013.40

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Please see additional impact report

Statistics and funding allocation

- In the academic year 2021-2022, there were 146 disadvantaged students on roll, including 21 in Year 11.

Pupil Premium students made up 15.9% of the Year 11 cohort.

- For the forthcoming year, 2022-2023, there are 153 disadvantaged students on roll, which makes up 16.9% of the total pupils in year 7 – 11, and our Pupil Premium budget allocation is £117,215.

Statistics and funding impact

The attendance of FSM/ disadvantaged students in all Year Groups was 90.03% compared to 94.52% for the remainder of the cohort. In Year 11, the attendance of the disadvantaged students was 85.11% compared to the average attendance for that Year Group of 90.02%.

Review of the Outcomes of the Pupil Premium Strategy 2021-22

| | 2021-2022 | | | | | |
|-------------------------|-----------|-------|-------|-------|--------------|-------|
| | National | | STM | | Differential | |
| | All | PP | All | PP | All | PP |
| 9-4 English and Maths % | 65.0% | 51.0% | 77.5% | 60.0% | 12.5% | 9.0% |
| 9-5 English and Maths | 49.6% | 29.5% | 58.3% | 40.0% | 8.7% | 10.5% |
| Progress 8 | -0.03 | -0.44 | 0.19 | -0.51 | 0.22 | -0.07 |
| Attainment 8 | 48.7 | 37.5 | 53.4 | 42.9 | 4.73 | 5.40 |
| Ebacc APS | 4.27 | 3.19 | 4.65 | 3.50 | 0.38 | 0.31 |

Students in the Sixth Form are not included in the Pupil Premium calculation - there is a separate 16-19 Bursary Fund to provide financial support to Sixth Form students whose families are on low incomes. Further details about this including how to apply are available from the Sixth form team on the [Sixth Form](#) support page on the school website.