

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Proportion (%) of pupil premium eligible pupils	16.7%
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
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	£106,005
Recovery premium funding allocation this academic year	£18,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,995
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	£171,705

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 rather 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
2	Social and Emotional Needs (Pastoral Needs)
3	Literacy and Numeracy at KS3
4	Cultural Deficit
5	Parental Engagement

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
1. Attainment and Progress Gap between PP students and their peers continues to narrow.	PP students at National Average PP v Non-PP 50% of National Average Decrease from 0.53 GAP
2. To offer support whether financial or pastoral to improve well being	Successful management and allocation of Disadvantaged Fund (DF)
3. To improve the literacy, oracy and numeracy of PP students.	Improved reading ages Improved progress in maths
4. Provide an increasing number of enrichment activities for disadvantaged pupils	Each PP student to be involved in at least one extracurricular activity per year.
5. To improve parental engagement of PP students	Increased attendance at events, parents evenings, study skills evenings.

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>	£60,000	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>	1, 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>	1, 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>	ALL
<i>National College</i>	Neg	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 restricted about meeting in person.	1, 3

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>Accelerated Reader</i>	£3,500 (per year)	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>	1, 3
<i>Accelerated Maths</i>	£3,500 (per year)		1, 3
<i>Teams</i>	£4,500	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. <i>+4 months impact – digital technology</i>	1, 2, 5
<i>AV1 robot</i>	£1,300		1, 2
<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</i> <i>+5 months impact – collaborative learning</i>	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,	1, 3, 4

		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> <i>0 impact - aspirations</i>	
<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>	1
<i>Collins Connect</i>	£400		1, 3
<i>Revision Packs</i>	£2,000		1, 2, 3
<i>Revision Guides</i>	£1,000		1, 2, 3

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</i>	3
<i>Attendance, EWO and admin</i>	£25,000	<i>+4 months impact – social and emotional learning</i> <i>+2 months impact – mentoring</i>	2, 5
<i>Counselling</i>	£2,600	<i>+4 months impact – social and emotional learning</i>	2
<i>Careers</i>	£3,945	Aspirations Interventions, setting targets and support <i>+4 months impact – social and emotional learning</i>	1, 2, 4

		<i>+2 months impact – mentoring</i>	
<i>Parenting classes and workshops</i>	£1,000	<i>+4 months impact – parental engagement</i> 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.	2, 5
<i>Educational Psych</i>	£514	<i>+4 months impact – social and emotional learning</i>	1, 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	4
<i>Trip costs</i>	£5,000	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</i>	4
Summer school transition work	£2,000	<i>+4 months impact – social and emotional learning</i> <i>+3 months impact – summer school</i>	2, 4, 5

Total budgeted cost: £ 176,013.40

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 2020 to 2021 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