

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	1214 (7-11: 915) Nov 2024
Proportion (%) of pupil premium eligible pupils	16.5% as at Nov 2024 (7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs G Ackred
Pupil premium lead	Mr P Maxfield
Governor / Trustee lead	Mr D Cauchi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,650 Recovery Premium has now ended
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year (2023-24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,650

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 '**God's 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.
- 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.

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, 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 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 / Nov 2023 / Nov 2024 ¹					
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	We review data between year groups PP v Non-PP and where gaps appear we diagnose and intervene where appropriate.					
			Gap between PP and Non-PP				
			21/22	22/23	Chg	23/24	Chg
		A8 gap	4.79	4.71	-0.08	2.10	-2.61
		P8 gap	0.8	0.33	-0.47	0.55	+0.22
		9-5 in EM	20.0%	6.7%	-13.3%	9.3%	+2.6%
		<p>22/23 – A8 and P8 Gap has decreased. The gap between the number of DA and Non-DA students who achieved a strong pass in both Maths and English has narrowed from 20.02% to 6.7%.</p> <p>23/24 – A8 Gap has decreased significantly. This is encouraging but points to the ability of the PP pupils in the cohort. The gap in P8 has grown as has the gap between the number of DA and Non-DA students who achieved a strong pass in English & Maths. This is due to several factors but mostly due to the cohort and support they were willing to accept.</p> <p>The 3-yr trend for all measures is still ‘closing the gap’</p>					
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 operate ‘priority allocation’ on school trips for PP pupils. We will compare take up of trips year on year.					
			21/22	22/23	Chg	23/24	Chg
		PP	6.5	16.1	+9.6	14.9	-1.2
		LAC	0.6	0.8	+0.2	1.4	0.6
<p>22/23 - The increase reflects the proportion of PPG students in our school. This will improve the pupils well being and cultural capital – giving them opportunities that they may not have had if the trips had not been funded.</p> <p>The % of the places allocated to LAC pupils is higher than the proportion of pupils in the school</p>							

¹ To be confirmed when ASP is released

		<p>which suggest a LAC had multiple opportunities to attend these enrichment opportunities.</p> <p>23/24 – there has been a modest decrease from 22/23 to 23/24, but this still equates to 325 pupils attending in excess of 60 trips and enrichment opportunities. The financial support for educational visits totalled £5261.</p> <p>The % of LAC pupils attending trips has increased again which clearly demonstrates the school's approach to provide positive enriching opportunities for these young people.</p>																																				
3. To improve literacy by boosting the reading ages of PP students. (link to challenge 3)	Improved reading ages	<p>Figures taken from reading age assessment each September for years 7 -11. Booster & Intervention sessions directed at those with low reading ages.</p> <table><tr><td>Yr of entry</td><td>Yr7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>2023</td><td>12.08</td><td>14.05</td><td></td><td></td><td></td></tr><tr><td>2022</td><td>11.04</td><td>13.02</td><td>14.05</td><td></td><td></td></tr><tr><td>2021</td><td>11.02</td><td>12.07</td><td>13.09</td><td>15.10</td><td></td></tr><tr><td>2020</td><td>10.07</td><td>11.07</td><td>13.05</td><td>14.03</td><td>15.06</td></tr></table> <p>Guided reading introduced in Sept 23 which has had a significant impact on all year groups. Reading ages have increased in all cohorts of a year or more. DEAR time, building up of the library and more on focus on literacy across the curriculum has all had a positive impact.</p>	Yr of entry	Yr7	8	9	10	11	2023	12.08	14.05				2022	11.04	13.02	14.05			2021	11.02	12.07	13.09	15.10		2020	10.07	11.07	13.05	14.03	15.06						
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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.	<p>All students are invited to a wide range of enrichment opportunities. 31 clubs are registered at school with more being added to that list each year.</p> <table><tr><td></td><td>21/22</td><td>22/23</td><td>Chg</td><td>23/24</td><td>Chg</td></tr><tr><td>1+ club</td><td>28%</td><td>56%</td><td>+28</td><td>57%</td><td>+1</td></tr><tr><td>PPG</td><td>38%</td><td>57%</td><td>+19</td><td>53%</td><td>-4</td></tr><tr><td>MABLE</td><td>11%</td><td>35%</td><td>+24</td><td>56%</td><td>+19</td></tr><tr><td>EHCP</td><td>6%</td><td>19%</td><td>+13</td><td>24%</td><td>+5</td></tr><tr><td>SEN K</td><td>18%</td><td>28%</td><td>+10</td><td>35%</td><td>+7</td></tr></table> <p>22/23 – Attendance at clubs and enrichment activities has increased across all groups</p> <p>23/24 – Attendance at clubs and enrichment activities has increased across all groups with a small drop in PPG. Overall, the 3-yr trend for PPG is still positive.</p>		21/22	22/23	Chg	23/24	Chg	1+ club	28%	56%	+28	57%	+1	PPG	38%	57%	+19	53%	-4	MABLE	11%	35%	+24	56%	+19	EHCP	6%	19%	+13	24%	+5	SEN K	18%	28%	+10	35%	+7
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5. To improve parental engagement of PP students (link to challenge 5)	Increased attendance at events, parent's consultation evenings, study skills evenings.	<u>The Gap between PPG and non-PPG for parent's consultation evenings</u>																																															
		<table><tr><td></td><td colspan="5">Gap in % attendance PPG – non-PPG</td></tr><tr><td>Yr of entry</td><td>Yr7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>2023</td><td>6.0</td><td></td><td></td><td></td><td></td></tr><tr><td>2022</td><td>10.4</td><td>17.0</td><td></td><td></td><td></td></tr><tr><td>2021</td><td>18.4</td><td>16.7</td><td>6.0</td><td></td><td></td></tr><tr><td>2020</td><td></td><td>20.7</td><td>18.6</td><td>10.0</td><td></td></tr><tr><td>2019</td><td></td><td></td><td>23.3</td><td>15.3</td><td>8.0</td></tr></table>							Gap in % attendance PPG – non-PPG					Yr of entry	Yr7	8	9	10	11	2023	6.0					2022	10.4	17.0				2021	18.4	16.7	6.0			2020		20.7	18.6	10.0		2019			23.3	15.3	8.0
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		<p>The gaps are closing in the majority of year groups. Yr8 are the exception, where the gap grew from 2022-23 to 23-24. Families who do not attend are invited to come in. Further analysis may be needed as to the reasons for non-attendance.</p>																																															
		<u>The Gap between PPG and non-PPG for study skills and KS3 information evenings</u>																																															
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		<p>Gaps in attendance are closing due to better advertising and follow up. The pandemic may have played a part hence the larger gaps in 2021 of holding these types of meetings face to face. Yr7 2023, PP parental attendance was better than the rest of the cohort (PP 84.8% vs all Yr7 64.8%). Yr9 didn't have a face-to-face meeting in 2023/24</p>																																															

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: £80,000

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional Staffing	£48,000	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)
Classroom Support	£28,000	Teaching assistants can provide a large positive impact on learner outcomes, how TAs 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)
TLR (Lead PPM and pastoral support)	£1000	To ensure that someone remains focused on the needs and pastoral support of the DA students 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)
CPD	£3000	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

		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: £12,650

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Guided Reading Programme introduced instead of going with the accelerated reader programme <i>(amended in 2022-2023)</i>	£5,650	<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>
Support for use of Microsoft Teams	£2,000	<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>	<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 parent's meetings and school comms can keep a strong communication link with parents even if they live further away (Challenge 5)</p>

School led small group tutoring	£2,000	<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 (EEF)</i></p> <p><i>+5 months impact – collaborative learning (EEF)</i></p>	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)
Brilliant Club	Neg	<p>Funded through Make Happen</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 (EEF)</i></p> <p><i>0 impact - aspirations</i></p>	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)
Revision Packs	£2,000	<p>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.</p> <p><i>+5 months impact – homework related activities</i></p>	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)
Revision Guides	£1,000		

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

Budgeted cost: £47,000

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Library sessions	£9,000	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)
Attendance, EWO and Admin	£19,000	<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)
Counselling	£4,000	<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)
Careers	£4,000	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)
Parenting classes and workshops	£1,000	<i>+4 months impact – parental engagement (EEF)</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.	Study skills sessions, parent workshops (including safety online, RSE workshops) etc are used as a 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)
Educational Psych	£1,000	<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)
Cashless catering	£2,000	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)
Trip costs	£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 (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: £139,650

ACTUAL £139,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Statistics and funding allocation

In the academic year, 2022-2023, there were 185 disadvantaged students on roll, 148 of which were in Years 7-11; 24 of which were in Year 11. Pupil Premium students made up 13.6% of the Year 11 cohort.

In the academic year, 2023-2024, there were 161 disadvantaged students on roll, 132 of which were in Years 7-11; 31 of which were in Year 11. Pupil Premium students made up 17.3% of the Year 11 cohort. Pupil Premium budget allocation for the academic year was £135,585.

In the academic year, 2024-2025, there are 183 disadvantaged students on roll, 151 of which are in Years 7-11; 30 of which are in Year 11. Pupil Premium students make up 16.6% of the Year 11 cohort. Pupil Premium budget allocation for this academic year is £139,650.

Statistics and Funding Impact

- In 2023-2024, 67.7% of our PPI students achieved Grades 9-4 in at least 5 Subjects including English and Maths at GCSE.
- Our Progress 8 score for PP qualifying students was -0.09 (ALL PUPILS +0.36) and our Attainment 8 average for PP students was 4.79 (non-PP was 4.99).
- 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 on the Sixth Form Information pages on the school website.

Review of the Outcomes of the Pupil Premium Strategy 2023-24

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.

Disadvantaged Pupils Performance - Year 11

	STM DA Aug 2024	National Average for DA pupils	Performance Differential	National Average for All Pupils ²	Performance Differential
9-4 in English	77%	52%	+28%	71%	-17%
9-5 in English	65%	35%	+30%	54%	-19%
9-4 in Maths	81%	53%	+32%	72%	-22%
9-5 in Maths	70%	32%	+38%	52%	-20%
9-4 in English and Maths	74%	43%	+31%	65%	-22%
9-5 in English and Maths	48%	25%	+23%	45%	-20%
Ebacc APS	3.82	2.97	+0.85	4.05	-1.08
Attainment 8 (A8)	47.9	35.0	+12.9	46.3	-3.94
Progress 8 (P8)	-0.09	-0.57	+0.48	0	-0.57

² [Key stage 4 performance, Academic year 2022/23 - Explore education statistics - GOV.UK](#)