

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	St Thomas More School
Pupils in school	931
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	150,890.00
Academic year or years covered by statement	September 2021 -2022
Publish date	May 2021
Review date	December 2021
Statement authorised by	M Bonner
Pupil premium lead	Carole Soraghan
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	0.04
Ebacc entry	18%
Attainment 8	4.8
% Grade 5+ in English and maths	34%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	August 2022
Attainment 8	Achieve national average for attainment for all pupils	August 2022
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	August 2022
Other	Maintain attendance at national average or above	August 2022
Progress of Male pupils	Achieve a narrowing of the gap between male and female progress	August 2022

Teaching priorities for current academic year

Measure	Activity
<p>Increase Progress 8 score for disadvantaged students.</p> <p>2019 P8 non-disadvantaged 0.21 Disadvantaged -0.4</p> <p>Target for 2022 to achieve average A8 score of 4.4 for disadvantaged students.</p> <p>Tracking for all year groups to show narrowing of gap in 2022 compared to 2019</p>	<p>Quality first teaching:</p> <ul style="list-style-type: none"> • Set up Professional Hubs in school that take responsibility for Teaching and Learning/Behaviour/ Data and Ethos • Professional Hubs to deliver training based on latest research in their chosen area • Staff to implement the 3L's Routine by using the training from the Closing of the Vocabulary gap/Oracy/Learning Scientists to be fully evident in lessons and SOLs across all key stages • Quality of Education Reviews to be implemented based on the 7C 's model written by Trust lead on Teaching and Learning • Department/SLT link meetings to be used to focus on Teaching and Learning and not completion of administrative tasks • Middle leaders development programme to develop the skills of HoDs who are new or relatively new to post to enable them to more effectively lead on T&L within their areas • Access training provided by Trust and implement and fund new initiatives derived through Trust engagement • Use SENCO Trust Lead to train staff on how to scaffold learning for students with low prior attainment <p>Intervention:</p> <ul style="list-style-type: none"> • Wide range of intervention sessions to be offered before school, at lunchtime and after school to enable students to catch-up • Enrichment activities to be funded/part-funded for PP students to enhance curriculum offer
<p>Numeracy gaps to be narrowed</p> <p>Average attainment 8 in maths 2022 of 4.2 or above</p>	<p>Year 7 pupils to have their ability in Maths and Science assessed through the GL suite of assessments</p> <p>Numeracy Interventions in place for low attaining disadvantaged pupils through appointing 2 TLR holders in Maths to lead strategies in Maths</p> <p>Transition lead in Maths to liaise with Primary Schools on the Maths curriculum and its implementation</p> <p>SOL in Maths to be re-written to take into account low attaining students on entry</p> <p>Numeracy Lead to embed Numeracy across the curriculum</p> <p>Students to be entered for Maths/Science National Challenges</p>
<p>Reading for pleasure culture evident across the curriculum as essential to improving attainment across curriculum</p> <ul style="list-style-type: none"> • Attainment 8 score for whole school of 4.8 or above in 2022 • KS3 students to have a reading book as part of 	<p>Invest in the Library facilities including a dedicated librarian to encourage reading for pleasure across the school</p> <p>Support DEAR/DEAL by purchasing a suitable range of books</p> <p>Recruitment and retention of English staff/LSA staff to support on whole school initiative for reading</p> <p>Whole school reading strategy to be rooted in research on how best to close the vocabulary/reading gap</p>

<p>their equipment for school</p> <ul style="list-style-type: none"> Numbers of books borrowed from the library to rise as strategy is embedded 	
Barriers to learning these priorities address	Low reading age/literacy/self-esteem/numeracy
Projected spending	Total- £102,185.00

Targeted academic support for current academic year

Measure	Activity
ICT gaps to be narrowed: all PP students without access to a device to be provided with one	Invest in Chromebooks to support completion of homework/coursework
<p>Improve Reading Ages for targeted Years 7-10</p> <p>Majority of students with reading age 1.5+ years behind chronological age to be within 1 year in retesting</p>	<p>Year 7 pupils to have their ability in English assessed through the GL Suite of assessments</p> <p>Deliver the whole school reading strategy including GL suite of assessments and switch on reading programme</p> <p>Pupils in Year 7-10 to have their reading age assessed through the NGRT</p> <p>Transition lead in English to liaise with Primary Schools on the English curriculum and its implementation</p> <p>Targeted pupils to be supported by LSA's using the Switch on Reading programme</p>
Pupils to have equal access to revision guides/academic texts	Create a new bid system that allows departments to access money for particular gaps in provision they have identified example PP pupils don't have their own English novel/revision guide for specific subjects/academic textbook for specific subjects
Barriers to learning these measures/activities address	low literacy/low reading ages/numeracy/self-esteem/lack of ICT facilities at home
Projected spending	Total= £25,000

Wider strategies for current academic year

Measure	Activity
High attendance rates to be maintained	<p>Review and Improve Behaviour and Attendance systems and support Attendance Officer to meet fortnightly with Assistant Head for Safeguarding to identify those with low attendance and put an action plan in place</p> <p>Provide bus passes and school uniform where the lack of is a barrier to attendance</p>
The self-esteem/resilience of students to be at the heart of the pastoral system in school	<p>Lengthen morning registration time to allow for one to one mentoring</p> <p>Implement a programme of activities for PSE/Form time that gives students a toolkit to support their mental health</p> <p>Develop extra- curricular offer particularly in the Arts/Creative Subjects</p> <p>Develop Forest School provision</p> <p>Utilise all outside agencies for external support for those students most in emotional need -CAMH, Aspire, Educational Psychologists, Speech and Language Therapists, Counselling</p> <p>Set up a Mental Health Strategy group led by Assistant Head for Behaviour to oversee the mental health initiatives in school</p> <p>Emmaus staff to mentor particular students for a variety of reasons- well-being, social, friendship</p> <p>Train a Lead Mental Health First Aider</p> <p>Inclusion Strategy meeting once a fortnight to discuss students of concern and put action plans in place</p>
Student Voice shows recognition that academic work and high standards of behaviour are valued	<p>Review the Behaviour Policy</p> <p>Train staff on how to manage behaviour positively</p> <p>Positive Behaviour Management Training led by an external provider April 2022</p> <p>Train 2 staff in the Girls on Board Initiative</p> <p>Implement Girls on Board initiative</p> <p>Implement Five Star Friday for academic and pastoral recognition</p> <p>Regular student voice</p>
Barriers to learning these priorities address	<p>Low reading age/literacy/self-esteem/behaviour/uniform/travel/well- being</p>
Projected spending	Total- £21944

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, Monday meetings and additional cover being provided
Targeted support	Ensuring enough time for school maths-lead to support small groups	Numeracy/Literacy Leads to be given some time off timetable to ensure interventions are in place
Wider strategies	Engaging the families facing most challenges	Working closely with outside agencies to provide external targeted support

Review: Aims and outcomes of 2020-21

Aim	Outcome
Match curriculum needs to individual PP students	<p>Year 7 students completed the GL Assessment Suite for Maths, Science and English and share results with staff</p> <p>Year 7-10 students completes the NGRT Tests</p> <p>CPD was provided for staff on Closing the Vocabulary Gap</p> <p>EAL support in lessons was provided for students with weak literacy levels</p>
Raise % of PP students achieving grade 5 and above through personalised revision support and attendance on extra-curricular	<p>Departments used PP funding to fund revision guides, workbooks and other essential resources to support exam preparation</p> <p>This was hampered by lockdown from January to March 2021</p> <p>Extra-curricular trips did not happen due to COVID restrictions</p>
Provide comprehensive wellbeing and pastoral support for PP students	<p>Students were interviewed on their return to school in September and PSE lessons included themes on well-being and managing stress</p> <p>Tutor/tutee interviews were conducted regularly</p> <p>Five Star Friday was introduced to ensure all students were praised for academic and pastoral achievements</p>
Ensure students have access to wider opportunism not limited by funding	<p>Support for bus passed and uniform were provided</p> <p>Laptops/Chrome Books were provided for students during periods of self-isolation and Lockdowns</p> <p>Extra-curricular trips were suspended due to COVID limitations</p>