

# 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 students.

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 School
Number of students in school	931
Proportion (%) of pupil premium eligible students	22%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Martin Bonner
Pupil premium lead	Carole Soraghan
Governor / Trustee lead	Cathy Piotrowski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,864.00
Recovery premium funding allocation this academic year	£ 23,998
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 179,862

# Part A: Pupil premium strategy plan

## Statement of intent

The STM approach to using the Pupil Premium funding wisely has been to consider the learning needs of groups of students, and address these needs, using whichever strategy we believe is most likely to succeed. Essentially, our approach has been to put the learning first. Our approach is based on research; the learning of our students and the belief that high quality teaching is the best way to ensure disadvantaged students achieve well.

The most obvious finding from research is that the quality of teaching and learning is the most important factor in allowing all students, but especially disadvantaged students, to achieve progress. The average student makes 40% more progress with highly effective teaching than they do with poor teaching. A disadvantaged student can make 50% less progress than the average student with poor teaching. This shows that disadvantaged children are disproportionately affected by the quality of teaching.

Therefore, a priority for STM has been the quality of teaching. This view was supported by Sir Michael Wilshaw, speaking at a Sutton Trust and Education Endowment Foundation event on the 1<sup>st</sup> July 2015, when he said: “[school improvement was] not about using pupil premium money to employ additional staff and lots of teaching assistants, learning mentors and psychotherapists...It’s about employing good teachers who can teach across the ability range.

Viviane Robinson showed that there are five dimensions of effective school leadership. All of these dimensions related to improved outcomes for students, but the one that stands out is that of leading teacher learning and development, i.e. developing teachers’ capacity to identify issues, improve their own practice, collaborate with colleagues and take control over their learning. With this in mind STM has had a wide-ranging programme of CPD that is evidence based and is at the centre of school development plans. We have also benefitted from being part of a Teaching School Hub, which allows us to access, and engage with the latest thinking in teacher development and the school is part of a Trust, OLICAT, which has professional development at the heart of its work.

Targeted interventions will be a key focus throughout 2021-2022 for all children based on their gaps and barriers to knowledge. Some interventions will be delivered outside of the classroom with specialist one to one tuition in Phonics, Reading and Numeracy to ensure that children are making progress from their starting points. Other interventions will take place through additional support in the classroom during lessons.

## Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last 2 years indicate that between 50-60% of our disadvantaged students arrive below age-related expectations compared to 40-44% of their peers.

2	Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This affects their progress in all subjects. On entry to year 7 in the last 2 years, between 50-57% of our disadvantaged students arrive below age-related expectations compared to 10-15% of their peers.
3	Some of our PP students lack self-esteem and/or have a poor perception of school or staff. This affects motivation and engagement. During the 2 COVID lockdowns, it was noted, through student voice and phone calls home from form tutors/class teachers that students were nervous about coming back to school.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.
5	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.
6	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students.  24- 25% of disadvantaged students have been 'persistently absent' compared to 11-13% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged students' progress.
8	Some of our PP students have difficulties in accessing the language required for learning due to EAL challenges. Assessments, observations, and discussions with students indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged students.
9	Some of our PP student's families have suffered financial hardship during the lockdowns and this has affected their ability to travel to school, purchase school uniform and take part in extra-curricular activities such as trips.

## 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
All non-SEND PP Children improve their reading ages	Paired reading Programme in place LSA Reading programme in place

Intended outcome	Success criteria
	<p>Reading Protocols embedded in lessons</p> <p>Lesson Visits will identify good practice of approaches towards Disciplinary Reading</p> <p>CPD on How to close the Reading and Vocabulary Gap offered to staff</p> <p>2021 NGRT reading ages will have improved by July 2022</p>
<p>Achieve average English and maths 5+ scores for similar schools</p>	<p>Termly Tracking Data will indicate PP students are making progress across the curriculum</p> <p>Post Mock Meetings for Year 11 will identify what PP students need further intervention based on exam performance</p> <p>GCSE results August 2022 will show a narrowing of the gap between PP and Non PP students from 2019</p> <p>Maths tutor to support one to one or in small groups across year groups</p> <p>My Tutor programme to be set up for Maths in Year 11</p>
<p>All PP students have access to further learning opportunities outside of school hours.</p>	<p>New chrome books will be purchased for those who do not have IT access at home</p> <p>Records of PP students who have been issued a chrome book will be maintained</p>
<p>Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.</p>	<p>EHAs in place for those families most in need</p> <p>Internal mentoring in place for those in need</p> <p>Termly tracking will show students are making progress</p>
<p>There is a clear, well-managed learning support policy, which ensures classrooms are productive and safe.</p>	<p>Numbers of notable behaviour incidences for PP children remains low.</p> <p>Support in place for any PP students who needs support with behaviour</p>
<p>The attendance of targeted PP children who are persistent absentees improves.</p>	<p>Attendance gaps of PP and non PP students is narrowed</p> <p>Persistent absentee rate for PP and non PP students is narrowed</p>
<p>Children in receipt of the PP have equal access to all the school offers in terms of cultural capital provision.</p>	<p>Financial support offered for those PP students for trips and extra-curricular activities offered by the school.</p> <p>Academic resources bought for PP students to ensure equal access to the curriculum</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: £79,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All evidence including that of our own experience, the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school</p> <p>We have a launched a central CPD strand, embracing and implementing the work of The Learning Scientists in lessons. All teaching and learning strategies are rooted in research evidence and allow students to transfer key knowledge to the long-term memory</p>		
<p>Invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <ul style="list-style-type: none"> <li>• Providing high quality training for all staff in high quality teaching of vocabulary; Metacognition, Promoting Positive Behaviour, De-escalation, Forest School Provision, Phonics Development, Teaching the More Able, Disciplinary Reading, Oracy Language Interventions, Effective Feedback to promote Pupil Progress</li> <li>• Trust support in developing Subject leaders to monitor standards in teaching across the school through Peer Reviews</li> <li>• Continued training and development for middle leaders to support with monitoring the impact of our intent, implementation and impact across all subject areas</li> <li>• Cover for middle leaders and TLR post holders to monitor standards and to support where there are areas for further development;</li> <li>• 3 members of staff to undertake research as part of the NACE Award and cascade the training to support the progress of the more able students- Perfectionism, Pedagogy and Curriculum and Traits of Perfectionism</li> </ul>	<p>Our CPD cycle is supported by the <a href="#">Sutton Trust and EEF toolkits</a>, <a href="#">which</a> identify a focus on key things, which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> <li>1. A school-wide understanding of metacognition and self-regulation</li> <li>2. Reading comprehension activities</li> <li>3. Oracy Language Interventions</li> <li>4. Teacher Feedback to Improve Pupil Learning</li> </ol> <p>NACE's research on cognitive challenge will be used to support the teaching and progress of the more able students</p>	<p>1, 2, 3,</p>
<p>Improving literacy in all subjects</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>• Students to have their reading Ages assessed through the NGRT and GL Assessments</li> </ul>	<p>We will use the recommendations outlined in the EEF Guidance Reports on</p> <ul style="list-style-type: none"> <li>• Improving Literacy in Secondary School</li> <li>• Making Effective Use of Teaching Assistants</li> </ul>	<p>1, 2, 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• LSA and Teacher training with the Trust support for Reading to improve disciplinary reading across the curriculum</li> <li>• Additional Training for the LSA's on Phonics</li> <li>• Purchase of materials to support the Phonics and Reading programme</li> <li>• Development of the teaching of writing like an expert</li> <li>• Development of Oracy across the curriculum and Italian tutor to be employed to develop speaking and listening gaps in MFL.</li> <li>• Invest in the Library facilities including a dedicated librarian to encourage reading for pleasure across the school</li> <li>• Purchase more suitable fiction books for the school Library for Year 7 and 8</li> <li>• Literacy Interventions in Place through the appointment of a Literacy Lead</li> <li>• Appoint Deputy Head of English whose primary focus will be identifying gaps in learning and overseeing an intervention strategy to close the gaps in writing and reading</li> <li>• Transition Lead in English to liaise with Primary Schools on the English curriculum and its implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Feedback to Improve Pupil Learning</li> </ul>	
<p>Narrow Numeracy gaps across the curriculum.</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>• Year 7 students to have their ability in Maths assessed through the GL suite of assessments</li> <li>• Numeracy Interventions in place for low attaining disadvantaged students through appointing 2 TLR holders in Maths to lead strategies in Maths</li> <li>• Transition lead in Maths to liaise with Primary Schools on the Maths curriculum and its implementation</li> <li>• KS3 SOL in Maths to be re-written to take into account the recommendations of the Improving Mathematics at KS3 Guidance report from the EEF.</li> </ul>	<p>We have used the recommendations from the EEF Guidance Report on Improving Mathematics at Key Stage 2 and 3 to revise the KS3 curriculum and identify students requiring intervention on entry to the school and put high quality interventions in place</p>	<p>1, 2, 3</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tutor to be employed to support students with gaps in Numeracy across all year groups	One to one or small group tuition has proven to have good measurable outcomes and the Sutton Trust EEF Toolkit shows that this strategy can add 5 months to student progress across one year.	1, 2, 3
Targeted reading catch up delivered by LSAs and Sixth Form students for those who have been identified as stanine 2-3 in reading through the Switch on Reading Programme and Peer Reading technique	Sutton Trust EEF Toolkit Reading Comprehension Strategies are shown to add 6 months progress over the course of one year Peer Tutoring	2, 3
Delivery of additional phonics for children not making expected progress in this area through targeted catch up delivered by LSAs identified as stanine 1-2 in reading through the Ruth Miskin –Read, Write, Inc. Fresh Start programme	EEF Guidance Report on Improving Literacy Secondary Schools recommends providing high quality literacy interventions for struggling students	2, 3
Engagement of the Speech and Language therapist to support individual children with S & L	The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.	2, 3, 8
A proportion of the PP budget to be set aside to purchase academic materials/resources by departments to support individual students with their development across the curriculum through a bid system	The EEF Toolkit indicates that participation in Sports and the Arts have all been proven to have positive impacts on learning, improved attitudes and enjoyment at school.	1, 2, 3, 6,9
A proportion of the PP budget to be set aside to invest in Chromebooks to support completion of homework/coursework	The EEF toolkit shows that completing homework has high impact for low cost adding an additional 5 months progress over the course of a year. As we set our homework online, we have purchased Chrome Books to ensure that PP students can access their homework and complete it.	1, 2, 3, 6,

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice to improve School Attendance</p> <ul style="list-style-type: none"> <li>• Attendance Officer to meet fortnightly with Assistant Head for Safeguarding to identify those with low attendance and review actions</li> <li>• Fortnightly meetings with AHTs and Pastoral Leads to put tiered action in place which is shared with attendance officer</li> <li>• Proportion of PP allocation to be reserved to support families with the cost of: Transport and school uniform to ensure attendance to school</li> <li>• Subsidising the celebration of good and improved attendance activities</li> <li>• Financial support with travel and uniform if necessary</li> <li>• Support put in place from external agencies if necessary</li> </ul>	<p>DFE Guidance September 2021 is followed and all the recommendations are rooted in best practice informed by:</p> <ul style="list-style-type: none"> <li>• DFE engagement with schools who have significantly reduced their persistent absence levels, Teachers standards</li> <li>• OFSTED School handbook</li> <li>• DFE statutory and non-statutory guidance</li> </ul>	<p>1,2,3, 4, 5, 7, 9</p>
<p>Embedding a Mental Health Strategy for all students</p> <ul style="list-style-type: none"> <li>• Lengthen morning registration time to allow for one to one mentoring</li> <li>• Implement a programme of activities for PSE/Form time that gives students a toolkit to support their mental health</li> <li>• Implement Five Star Friday for academic and pastoral recognition</li> <li>• Develop extra- curricular offer particularly in the Arts/Creative Subjects</li> <li>• One to one meetings for GCSE students about Post 16 Pathways and Preparation for Mock Exams</li> <li>• Set up a Mental Health Strategy group led by Assistant Head for Behaviour to oversee the mental health initiatives in school</li> </ul>	<p>There is a plethora of research surrounding the benefits and establishment of inclusion in education<sup>1</sup>. A study called <a href="#"><i><b>Inclusion and the standards agenda: negotiating policy pressures in England<sup>2</sup></b></i></a> in 2006 defines successful inclusion as '<i>Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners</i>'. This is now echoed in <a href="#"><i><b>UNESCO's 'Guide to Ensuring Inclusion and Equality in Education'</b></i></a> (2017). Various models and factors have been discussed and recent studies (including <a href="#"><i><b>Dimitrellou 2017<sup>3</sup></b></i></a> and <a href="#"><i><b>Farrell 2004<sup>4</sup></b></i></a>) have started to model the features</p>	<p>1,2,3,4,5</p>

<sup>1</sup> 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<sup>2</sup> Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

<sup>3</sup> Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

<sup>4</sup> Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.



<ul style="list-style-type: none"> <li>• Emmaus staff to mentor particular students for a variety of reasons- well-being, social, friendship</li> <li>• Train a Lead Mental Health First Aider</li> <li>• Inclusion Strategy meeting once a fortnight to discuss students of concern and put action plans in place</li> <li>• Provide lunch time support through Emmaus for children who struggle with peer relationships</li> <li>• Provide a Rainbows Bereavement Course</li> </ul> <p>In addition to our 'in house' provision, we also engage the services of other professionals to support our work. This has included:</p> <ul style="list-style-type: none"> <li>• Speech and language specialist</li> <li>• Educational Psychologist</li> <li>• School Nurse</li> <li>• CAMH</li> <li>• Aspire</li> <li>• CHUMS</li> <li>• Other Borough Services such as Early Help and Children Services</li> </ul>	<p>required to enable inclusive education to occur. These studies coupled with '<a href="#">School exclusion: a literature review on the continued disproportionate exclusion of certain children</a><sup>5</sup>' provide a comprehensive literature review of inclusion and a sound basis of research.</p> <p>From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We also rely on the findings of the <a href="#">EIF</a> in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
<p>Embedding the Learning Support Policy which promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, respect and self-regulation for children.</p> <ul style="list-style-type: none"> <li>• Establishment of a clear and consistent behaviour policy and approach, which is inclusive and escalatory</li> <li>• Regular Behaviour Training through the Inclusion Hub</li> <li>• All staff to attend Behaviour Management Training April INSET 2022 led by Jason Bangbala</li> <li>• Reduction in Pastoral Leads teaching commitment to support student self-regulation and parental engagement with school</li> <li>• Emmaus Behaviour Staff are trained with the Girls on Board Initiative and utilise the strategies during mentoring sessions</li> </ul>	<p>Our policy is underpinned by the DfE research on Behaviour and Discipline in Schools.</p> <p>We have also used the research of Tom Bennett who is considered a national expert in this area to develop our Learning Support Policy</p>	<p>1, 2, 3,</p>

<sup>5</sup> Graham et al, DfE, 2019

<p>Proportion of PP allocation to be reserved to support families with the cost of different activities that will develop the students' cultural capital</p> <ul style="list-style-type: none"> <li>• Form T-shirts</li> <li>• School trips</li> <li>• Academic Workshops</li> <li>• Access to before and after school clubs</li> <li>• Any other expenditure deemed necessary by the school</li> </ul>	<p>The Eef Toolkit shows that participation in the Arts and Sports can add 2-3 months to students' progress in one year. One of the most notable results is in students improved attitudes and enjoyment of school and gains made in the relationships between students and teachers</p>	<p>1, 2, 3, 6, 9</p>
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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 students 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.

- Laptops/Chrome Books were provided for students during periods of self-isolation and Lockdowns
- Support for bus passes and uniform were provided once students returned to school in September 2020 and March 2021
- Students were interviewed on their return to school in September 2020 and PSE lessons included themes on well-being and managing stress
- Tutor/tutee interviews were conducted regularly.
- Five Star Friday was introduced to ensure all students were praised for academic and pastoral achievements.
- The reading ages for most pupil premium students improved due to the implementation of the new reading protocols and use of LSA's to support weak readers which continued across TEAMS and face to face during the lockdown from January to March 2021

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
MyMaths	My Maths
National Geographic Kids Subscription	National Geographic
Maths Watch	Maths Watch

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible students?	
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.*