

# Pupil premium strategy statement: 2020-2022

## School overview

Metric	Data
School name	St Thomas More RC College
Pupils in school	778
Proportion of disadvantaged pupils	21.7% (169)
Pupil premium allocation this academic year	PP £132,730 (139 pupils) PP Service £620 (2 pupils) PP Former LAC £21,195 (9 pupils)
Academic year or years covered by statement	2020/ 21 -2021/ 2022
Publish date	October 2020
Review date	September 2021
Statement authorised by	Mr Huw Brophy
Pupil premium lead	Ms Catherine O'Mullane
Governor lead	Mrs Hazel Ross

## Disadvantaged pupil performance overview for last academic year

Progress 8	0.09
Ebacc entry	37.8
Attainment 8	45.8
Percentage of Grade 5+ in English and maths	45.9%

## Strategy aims for disadvantaged pupils 2020-2021

Aim	Target	Target date
Progress 8	<b>To equal or exceed national Progress 8</b>	Sept 2021
Attainment 8	<b>Achieve the attainment national average for all pupils.</b>	Sept 2021
Percentage of Grade 5+ in English and maths	<b>Achieve average English and maths 5+ scores for similar schools.</b>	Sept 2021
Other	<b>To equal or exceed non-PP attendance.</b>	Sept 2021
Ebacc entry	<b>Better national average EBacc Entry for all pupils</b>	Sept 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Developing and embedding self-regulation skills across KS3 and KS4 in the classroom and remotely (independent learning skills, retrieval practice, and being an excellent learner/ high expectations)
Priority 2	To develop reading strategies, disciplinary reading and oracy skills in specific subject areas at KS3 to support transition from KS2 to KS3, with a particular focus on supporting SEND, boys and high ability pupils.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching and learning strategies.
Projected spending	

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and Numeracy interventions across KS3 for low attaining disadvantaged pupils.
Priority 2	Develop the roles of the Teaching Assistants by putting in place CPD to support SEND pupils with reading and remote learning.
Barriers to learning these priorities address	Ensuring individual needs are addressed in relation to Literacy and Numeracy due to COVID-19 and gaps in knowledge/ understanding.
Projected spending	

## Wider strategies for current academic year

Measure	Activity
Priority 1	Develop the role of the Senior Pupil Achievement Leader and Pupil Achievement Leaders in relation to monitoring progress and attendance.
Priority 2	Improve parental engagement by introducing a 'text messaging' programme that focuses on attendance, high expectations and remote learning.
Barriers to learning these priorities address	Building strong relationships with families that have found engagement with school life more difficult.
Projected spending	Click or tap here to enter text.

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and meeting times.
Targeted support	Ensuring enough time for school SENDK Literacy and Numeracy lead to support small groups.	Allocated timetabled lessons to teach Literacy and Numeracy.
Wider strategies	Ensuring the Ensuring enough time is given over to allow for staff professional development	Working closely with the LEA and EWO/outreach programmes.

## Review: last year's aims and outcomes

Aim	Outcome
Attendance	Due to Covid 19, changes were made to the PP strategy.
Teaching and Learning: Independent Learning Skills	Due to Covid 19, changes were made to the PP strategy.
Remote Teaching and Learning support, Technological support, monitoring and pastoral support.	Working closely with the LA and EWO on outreach programmes