

St Thomas More RC College: 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 RC College	
Number of pupils in school:	781
Proportion (%) of pupil premium eligible pupils:	22.9% (179 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023, 2024 3 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Huw Brophy Headteacher
Pupil premium lead	Ms Catherine O'Mullane Assistant Headteacher
Governor / Trustee lead	Mrs Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,490
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£179,240

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

To ensure all pupils, especially disadvantaged pupils, have access to high quality teaching at all times and this is at the core of our curriculum, teaching and learning strategies and assessments. Furthermore, all staff have high expectations for all disadvantaged pupils and opportunities for building cultural capital are embedded into the curriculum and life of the school through academic and enrichment activities.

To ensure all pupils, especially disadvantaged pupils, experience curriculum equity and there is a culture of collective responsibility for disadvantaged pupils across the school. At all times, our disadvantaged pupils are at the forefront and heart of what we do to raise standards, aspirations and attainment at KS3 & 4 and to instil the characteristics of an 'excellent learner' in every child. Also, to ensure disadvantaged pupils have the highest expectations for themselves, irrespective of their background.

To develop the whole school ethos and culture of excellence at St Thomas More RC College in relation to behaviour and well-being so all pupils, especially disadvantaged pupils, thrive in an environment that supports them academically, pastorally and develops the child as a whole.

To ensure all pupils, especially disadvantaged pupils, are explicitly taught vocabulary and reading comprehension strategies, as this is an area disadvantaged pupils' need the most support. Furthermore, the explicit teaching of vocabulary and reading strategies is proven to have an impact on closing the attainment gap across the curriculum and key stages.

To ensure the needs of disadvantaged pupils are met and appropriate intervention is in place to support disadvantaged pupils across the curriculum, especially in English and Numeracy. Intervention will take place in the classroom through diagnostic assessments, whole class feedback, small group intervention or via an external agency.

To ensure teachers and support staff have the capacity, knowledge and expertise to support disadvantaged pupils to experience success across the curriculum by building knowledge and learning over time.

To continue to promote a culture of 'attendance matters' and to continue to build relationships with parents and carers so they are aware why attendance matters and how they can support their child.

To ensure all pupils, especially disadvantaged pupils, have access to a rich careers and pathways curriculum and they are ready for the next stage of their education. Also, disadvantaged pupils are well-informed about the next steps and their options: apprenticeships, T-Levels, A-Levels, traineeships and employment.

How does your current pupil premium strategy plan work towards achieving those objectives?

The Pupil Premium Plan is reviewed every half-term, alongside implementation plans that support teaching and learning, attendance, behaviour and culture, disciplinary literacy, assessment and attendance and these are reviewed by the Senior Leadership Team and Pastoral Leads. Furthermore, strategic 'curriculum conversations' take place every half-term with Curriculum Leaders and Professional Development opportunities are in place that support the Pupil Premium Strategy and St Thomas More RC College implementation plans.

The Pupil Premium Plan is agreed by Governors and the impact of the strategy is discussed by the Pastoral team, Subject Leaders and SLT. Everyone is aware that we have a collective responsibility for implementing the strategy by raising academic attainment through high quality teaching and learning, developing enrichment opportunities, raising aspirations and creating opportunities to develop cultural capital for disadvantaged pupils.

What are the key principles of your strategy plan?

St Thomas More has a strong culture and ethos of excellence and to further embed these principles into our curriculum and college daily life to ensure all pupils, especially disadvantaged pupils, aspire to our high expectations of success, our core standards & behaviour and they consistently have high aspirations.

St Thomas More is committed to raising the progress and attainment of disadvantaged pupils across the curriculum, especially in English and Numeracy. Also, the high-quality teaching and learning in the classroom and Professional Development opportunities support the needs of disadvantaged pupils.

Intervention is in place to support disadvantaged pupils across the curriculum, especially in English and Maths and at the point of transition from KS2 to KS3.

Disadvantaged pupils are challenged in the work they are set and produce.

At all times, there is a strong focus on our strong Catholic ethos, moral, spiritual and cultural values to develop the whole child and to foster a culture of excellence in every aspect of our daily life.

Challenges

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

Challenge number	Detail of challenge
1	<i>Diagnostic assessments, discussions with feeder KS2 schools, and observations have identified that disadvantaged pupils have lower reading comprehension and vocabulary levels than non-disadvantaged pupils.</i>

	<i>Over the last 5 years, KS2 reading assessments indicate that between 20 % to 38% of disadvantaged pupils start Year 7 with 'below expected age related expectations' in reading comprehension compared to non-disadvantaged pupils.</i>
2	Our attendance data over 5 years highlights that disadvantaged pupils have lower attendance than their non-disadvantaged peers In particular, the % of absent disadvantaged pupils is lower than non-disadvantaged pupils, especially in KS4
3	Our assessments over the past 5 years highlights that high ability and lower ability disadvantaged pupils' attainment is generally lower than that of their peers across the curriculum. In particular, some disadvantaged pupils lack the resilience, confidence and self-regulation skills to monitor their learning.
4	Our observations, assessments and curriculum conversations have identified that disadvantaged pupils, especially lower attaining pupils, find it challenging to communicate their ideas during class discussions As a result of the pandemic, oracy skills and the development of vocabulary were impacted by school closures and this is being addressed in small group interventions with low attaining pupils.
5	Our observations and discussions with pupils have identified a need to develop enrichment opportunities for our pupils to support mental health and well-being. During the pandemic, pastoral conversations highlighted pupils' anxiety about returning to school, low self-esteem and lack of motivation, lost learning and lack of opportunities to develop cultural capital and the child as a whole.
6.	During the pandemic, some of our careers provision could not take place due to Covid-19 restrictions and discussions with pupils, staff and external agencies has highlighted that this is an area to focus on to raise aspirations and opportunities at Post 16 for all pupils, especially 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
<i>Improved reading comprehension and fluency skills among most disadvantaged at KS3 and KS4 so pupils can comprehend subject specific texts independently.</i>	Reading comprehension tests demonstrate improved levels of reading comprehension. Curriculum Leaders and teachers will be able to recognise this improvement through work scrutiny, engagement in lessons and learning tours. Fluency tests demonstrate low attaining disadvantaged pupils have the ability to read with smoothness, expression and volume, phrasing and pace.
Improved attendance for all pupils, particularly disadvantaged pupils, persistent non- attenders and pupils at risk of non - attendance.	The attendance rate for all pupils by 2023/24 is 96% and this level of attendance is in line with the DFE target of 96%

	<p>The attendance gap between disadvantaged pupils and non-disadvantaged pupils is no more than 2%.</p> <p>Persistent non-attenders and pupils at risk of non-attendance has decreased.</p>
<p>Improved attainment at KS4 across the curriculum for all disadvantaged pupils, especially in English and Maths.</p>	<p>In 2024/25, KS4 outcomes demonstrate the following for disadvantaged pupils:</p> <ul style="list-style-type: none"> • An average attainment 8 score that is above the national average of 36.7 (2019 DFE data) and above 44, as per the data in the EEF Families of Schools Database for St Thomas More RC College. • An average % of 5+ in English and Maths of 46% or above.
<p>Improved and sustained development of oracy across the curriculum and all pupils, especially disadvantaged pupils, have the skills, strategies and vocabulary to communicate their knowledge and learning effectively.</p>	<p>Reading comprehension tests, teaching and learning tours and work scrutiny demonstrate improved levels of oracy, and vocabulary. Furthermore, pupil voice and staff voice will highlight the impact of the CPD that has taken place.</p>
<p>All pupils, especially disadvantaged pupils, have access to an Enrichment programme that develops self-esteem, well-being, improves behaviour and develops the child as a whole through the culture, ethos and values of the school.</p>	<p>Pupil voice, parent voice, well-being survey.</p> <p>Behaviour records show a decrease in on calls/ behaviour incidents</p> <p>Learning tours and discussions with pupils.</p> <p>Improved attendance.</p> <p>Decrease in social and emotional issues.</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: £ 59,746.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving literacy across the curriculum and adopting a disciplinary approach as outlined in the EEF Improving Literacy in</i></p>	<p>Acquiring disciplinary literacy is key for narrowing the transition gap from KS2 to KS3 and beyond.</p> <p>As outlined in the EEF Teaching and Learning Toolkit, reading</p>	<p>1, 3, 4</p>

<p><i>Secondary Schools guidance.</i></p> <p><i>Scheduled professional development for departments, which will consist of whole school and subject levels strategies to develop disciplinary literacy.</i></p> <p><i>Purchase of standardised NRG T Reading tests</i></p>	<p>comprehension strategies will enable pupils to comprehend what they read through summarising, graphic organisers, questioning and monitoring their own comprehension.</p> <p>Standardised reading tests allow the teacher and teaching assistants to gain an insight into the strengths and weaknesses of each pupil and to ensure the teaching of reading is differentiated and reading is scaffolded, and modelled in the classroom/ small group interventions.</p> <p><i>EEF Standardised tests/ assessing and monitoring pupils' progress.</i></p> <p><i>ASCL The Forgotten Third Report</i></p>	
<p><i>Improving differentiation and teaching to the top across the curriculum/ subject areas in line with recommendations in the EEF Toolkit guidance.</i></p> <p><i>This will involve ongoing teacher training and support</i></p>	<p>Teaching a range of strategies to support differentiation in all subjects and to adopt a '<i>teaching to the top</i>' approach' to support all pupils, especially disadvantaged pupils, in their learning.</p> <p><i>ASCL The Forgotten Third Report</i></p> <p><i>The National College Guidance on Teaching and Learning strategies.</i></p>	1,3,4
<p><i>Oracy and vocabulary development</i></p>	<p>Acquiring vocabulary and oracy skills is key for narrowing the gap for all pupils, disadvantaged pupils.</p> <p>As outlined in the EEF Teaching and Learning Toolkit, comprehension and reading skills benefit from explicit discussion and support pupils use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches:</p> <p>Explicitly teaching and extending all pupils' vocabulary, especially disadvantaged pupils vocabulary.</p> <p>Structured questioning to develop reading comprehension: reciprocal reading, Voice 21 talk tactics.</p> <p>Rosenshine's Principles of instruction,</p>	1, 3, 4

	developing reading fluency using Raskinski Fluency scales)	
<i>Raising Attainment across the curriculum, especially in English and Maths</i>	Reducing the class sizes in English and Maths at KS4 to support all pupils, especially disadvantaged pupils to have access to high quality teaching and 'live' feedback. EEF Toolkit: Reducing class sizes	1, 3, 4

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

Budgeted cost: £ 59,746.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of school led intervention and online line tuition to support disadvantaged pupils across KS3 and KS4. The majority of the pupils will be disadvantaged and a particular focus will be on high ability disadvantaged pupils.	Targeted tuition for disadvantaged and non-disadvantaged pupils in English and Maths to address the gaps in knowledge and to support pupils who have been impacted by the pandemic and who are not making progress in line with their non-disadvantaged peers. <i>Small tuition EEF GUIDANCE</i> <i>DFE School Led tutoring guidance</i> <i>DFE Webinars December 2021</i>	1, 2, 3, 4,
<i>A targeted 4 strand Literacy Programme that focuses on the development and mastery of reading skills to help disadvantaged pupils comprehend more complex texts and address vocabulary gaps.</i> <i>Scheduled Professional Development for Teaching Assistants on using reading strategies</i>	The following reading comprehension strategies will be delivered and embedded in small intervention groups: <ul style="list-style-type: none"> • Phonics • Reading Fluency • Reciprocal reading/ comprehension • Vocabulary Reading strategies have a positive impact on developing pupils' confidence, comprehension and understanding of a text and enable disadvantaged pupils to access a wider range of texts independently.	1, 3, 4

<i>to support comprehension.</i>	<i>Reading comprehension strategies Toolkit Strand EEF</i> <i>EEF Improving Literacy in Secondary Schools guidance.</i> <i>Making the best use of teaching assistants EEF guidance.</i>	
<i>A targeted Mathematics programme using White Rose Maths and Dynamo Maths that focuses on the development and mastery of Mathematical skills to support disadvantaged pupils, especially SEND Pupil Premium pupils.</i>	The following reading Mathematical strategies will be delivered and embedded in small intervention groups; <ul style="list-style-type: none"> • Manipulative and representation • Strategies for solving problems • Develop motivation and independence • 4 areas of number • Mathematical vocabulary • Areas/ number EEF Improving Mathematics at KS2 and 3.	1, 3, 5
<i>A focused, robust and engaging Careers Programme that inspires and informs pupils about the following: Post 16 choices, Pathways, careers in different sectors ranging from academic careers related to degrees, apprenticeships., T-Levels and traineeship programmes.</i>	Working with external agencies to provide pupils, especially disadvantaged pupils to know the different Pathways at Post 16. GM Higher GMACS Ask Apprenticeships Post 16 Providers – Feeder Colleges The University of Oxford	6

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

Budgeted cost: £ 5974.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development and embedding enrichment opportunities for all pupils, especially disadvantaged pupils, to create a culture and</i>	“The way pupils behave in school is strongly correlated with their outcomes.” <ul style="list-style-type: none"> • Pupils achieve more academically and socially. 	2, 3, 5

<p><i>ethos of excellence to promote positive behaviour and well-being.</i></p> <p><i>Scheduled Professional Development opportunities for the Enrichment Coordinator.</i></p> <p><i>Scheduled Professional Development for staff on their role within the development of a whole school ethos and culture of excellence in relation to behaviour and well-being.</i></p>	<ul style="list-style-type: none"> • Time is reclaimed for better and more learning. • Staff satisfaction improves, retention is higher, recruitment is less problematic.” <p><i>Creating a Culture: How School Leaders can Optimise Behaviour by Tom Bennett</i></p> <p><i>EEF Improving Behaviour in Schools</i></p>	
<p><i>Developing and embedding the exemplary practice set out in the DFE Improving School Attendance document to decrease attendance concerns.</i></p> <p><i>Training for all staff to be put in place and attendance coaching to take place with the new pastoral lead on attendance.</i></p> <p><i>Attendance Pastoral Lead release time to develop key areas of attendance.</i></p>	<p>The DFE guidance sets out the key principles to improving attendance in schools and emphasis is placed on the building of positive relationships and communication with parents/ carers to ensure they support the school attendance policy and that ‘Attendance Matters and You can Help.’</p> <p><i>EEF document Working with Parents to Support Children’s Learning.</i></p> <p><i>OFSTED Blog:</i></p>	2, 3

Total budgeted cost: £ 5974.66

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 the pandemic, attendance was lower this year for disadvantaged pupils than previous years. Disadvantaged pupils' attendance is a priority in our 2021 – 2023 Pupil Premium Strategy.

Internal assessments and diagnostic reading tests were lower than previous years and reading comprehension strategies, vocabulary and disciplinary literacy is a focus for 2021- 2023 to address the gaps in reading/ vocabulary acquisition.

Due to the pandemic, changes were made to the curriculum and topics that were taught online were revisited using a range of teaching strategies, including regular retrieval practice and this supported pupils' returning to the classroom. Furthermore, through retrieval practice and quizzing, gaps in knowledge could be addressed and supported through teaching and learning.

A core group of SEN disadvantaged pupils received one to one tuition online during the closure of schools and this continued once pupils returned to school to address gaps in core knowledge, especially in English, Maths and Science.

Year 10 disadvantaged pupils took part in the National Tutoring Programme in Mathematics and this was well-received by pupils and it had a positive impact on confidence and self-esteem in this subject domain. This helped build confidence, self-esteem and the tuition tailored to meet the needs of the pupils, which helped prepare pupils for Year 11.

All pupils in Year 11 had a careers interview and all pupils received careers guidance, received support with college applications and pathways by the end of the academic year. Despite the pandemic, all Year 10 pupils and disadvantaged pupils engaged in an online or face to face work experience placement that built confidence, self-esteem and communication skills.

Disadvantaged pupils had support with technology and they were provided with a laptop and IT support, if applicable. This enabled pupils to access remote learning and other web-based materials to address the gaps in knowledge.

All disadvantaged pupils were accessing Mathswatch, and other resources were purchased for disadvantaged pupils to support gaps in knowledge. This has helped consolidate core knowledge and address any misconceptions that have arisen due to the remote teaching and the pandemic.

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
Lexia	Lexia
Dynamo Maths	Dynamo Maths
White Rose Maths	White Rose Maths
Seneca	Seneca
Active Learn	Pearson

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?	The service child pupil received one to one tuition and support in the Resource BASE, with a particular focus on reading skills and communication skills.
What was the impact of that spending on service pupil premium eligible pupils?	The service child pupil is in an environment that addresses their social, emotional and communication needs. There needs are being developed and met through one to one support.