



PUPIL PREMIUM STRATEGY STATEMENT 2016 – 2017

St Thomas More R C Academy recognises that all students regardless of their background and socio-economic status should have equal access to a curriculum that will enable them to make rapid and sustained progress. The academy has a systematic approach to narrowing the gap of disadvantaged students (DA) which is in line with its ethos of focusing on the needs of the individual child.

What is the pupil premium?

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2014, the premium is worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM). £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order. Finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

PUPIL PREMIUM INCOME 2016 / 17	£ per pupil	No. of eligible students	2016 / 17
Pupils in Yr7 – 11 recorded as Ever6 FSM	£935	331	£309,485
Looked after children (LAC) or post LAC	£1,900	7	£13,300
Service children (Pupils in year groups Reception to Year 11 recorded as Ever5 Service Child or in receipt of a child pension from the Ministry of Defence)	£300	9	£2,700

In addition we receive funding for the following :			
Year 7 catch up Premium			
Students who did not achieve Level 4 in reading and/or Maths at KS2 2016/17 allocations are available in Feb 2017	£500		£11,000
			Total : £336,485
			Planned Expenditure: £342, 374

To monitor progress on attainment, new measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At St Thomas More, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.



1. Summary information					
School	St Thomas More RC Academy, North Shields, Tyne and Wear, NE29 8LF				
Academic Year	2016-17	Total PP budget	£336, 485	Date of most recent PP Review	n/a
Total number of pupils	1317	Number of pupils eligible for PP	347	Date for next internal review of this strategy	09/01/17

	Pupil Premium Students – KS2 Attainment					
	No. in Year Group	No. of PP Students	Upper	Middle	Lower	No data
Year 11	259	53	15	29	7	2
Year 10	260	73	28	39	5	1
Year 9	270	63	26	32	4	1
Year 8	259	64	27	31	3	3
Year 7	270	78				

2. Current attainment		
	Pupils eligible for PP at St. Thomas More	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	58.7%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	82.6% / 58.7%	75.8% / 73.4%
Progress 8 score average	-0.27	0.12
Attainment 8 score average	50.02	52
Key issues based on data		
Progress 8 score average of DA students.		
Expected progress and 4LOP in Maths– gap against national average for non-DA and gap in comparison with English (this is in line with overall progress in Maths which was lower than English)		

Attendance of DA students - in 15/16 all student attendance was 95.8% (National Average - 94.8%). So STM attendance is 1% above the national average. STM overall attendance for Non DA students 2015/16 = 96.55%. STM overall attendance for DA students 2015/16 = 93.12%. Therefore DA in school gap for attendance is -3.43%, with DA attendance below national average for all students by 1.68%.

3. Barriers to future attainment (for pupils eligible for DA – including those raised above if still relevant)

In-school barriers

A.	Aspiration – deployment and setting/ self esteem/ confidence/ resilience of DA students
B.	Challenge and progress in Maths
C.	DA student progress (3+ LOP) in Art (-7.8%), Chemistry (-15.3%), Core Science (-17.1%), French (-10.3%), RE (-13.2%), (Figure in brackets identifies the gap against ‘National Other 2015’)
D.	Poor literacy skills on entry of a particular cohort of DA students
E.	Completion of homework evidenced by class charts (quality of feedback and marking from teachers in relation to this)
F.	Mental health/well-being
G.	Behaviour/ attitudes to learning of a small cohort of DA students
H.	The proportion of DA students selecting EBacc options is lower than students overall

External barriers *(issues which also require action outside school, such as low attendance rates)*

I.	Attendance of Pupil Premium students
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4. Desired outcomes

A.	Student voice and outcomes to evidence aspirations of DA students are equal to or greater than non DA students
B.	Improved attainment and progress of DA students in Maths
C.	Narrowing of PP gap in these subjects in 2017
D.	Improved Reading ages evidenced by Accelerated Reader testing. Improved legibility and neatness of relevant students’ handwriting evidenced by book scrutiny. Improved Literacy evidenced via learning walks and book scrutiny.
E.	Reduction in negative referrals for ‘no or poor homework’ for DA students across all year groups
F.	Student voice, surveys, pupil passports and pastoral support logs to evidence progress re well-being and support received of DA students
G.	Implementation of a new behaviour policy, with behavioural statistics being forensically analysed each half-term with a focus on the disadvantaged students within each year group. The results are discussed at senior leadership level, with actions arising from these discussion being taken as consequence.

H.	Increase in proportion of DA students selecting EBacc options at the end of Year 9 as a resulting of raising aspirations of DA cohort
I.	Earlier identification of DA attendance gaps within each year group from fortnightly data collection and narrowing of the gap against national ave/ STM non DA attendance rate.

5. Planned expenditure					
Academic year	2016 - 2017				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	Impact Criteria
Deepen staff awareness of DA students and trends of performance (school and national picture) and create a culture of support within school for DA students	<p>Review of MHD training on INSET day and regular updates to staff following external INSET attended</p> <p>DA 'assess first' policy</p> <p>Class charts identification on seating plans</p>	<p>EEF Toolkit evidence re the impact of high quality teaching and the impact of high quality feedback.</p> <p>Andy Buck – Leadership Matters (culture around the school)</p>	<p>Termly updates</p> <p>Regular agenda item at LT meetings and HOD meetings</p>	<p>MHD</p> <p>KLG</p> <p>MHD</p>	Staff differentiate carefully for DA students (evidenced in learning, walks, observations, work scrutiny)
Maintain progress outcomes in English for DA students but narrow the gap for DA students in Maths	<p>Closer monitoring of teaching, learning, marking & feedback, challenge and revision in mathematics.</p> <p>Provision for additional teaching groups in English and Maths</p>	EEF Toolkit Feedback and meta-cognition remain two of the strongest strategies in terms of cost and impact	Half termly review meetings	KLG/ MHD/ SR	Raising achievement meetings and regular progress check data reported to SLT indicates that gaps are closing in Maths and success in English is being maintained

<p>Improvement in progress 8 score for DA students and in the following subjects in particular - Art, Chemistry, Core Science, French, RE.</p>	<p>Deployment of DA students re setting arrangements</p> <p>Continue to focus on adopting the best practices in written feedback as part of regular marking of student work, prioritising the marking of DA student's work.</p> <p>SISRA – Progress and attainment data. Use to evaluate impact of tailored intervention already in place and to employ strategies for issues raised</p> <p>Purchase of materials e.g. revision guides for DA students</p>	<p>2016 outcomes</p>	<p>Regular agenda item at LT meetings and HOD meetings</p> <p>Raising achievement (RAP) meetings</p>	<p>Leadership Team – Department links</p> <p>HODS</p>	<p>SISRA data and raising achievement meetings indicate that the progress 8 DA/non-DA gap is closing and is closing in key subjects identified from 2016 outcomes.</p>
<p>Further develop and improve Whole School Literacy</p>	<p>Implement Accelerated Reader programme at Key Stage 3 and a small cohort of Yr 10 students. Introduce and administer STAR Assessments to establish accurate Reading Ages for those students.</p> <p>Implement and train staff to deliver the Read/Write Inc Phonics Reading and Writing programme to all Literacy and small English classes.</p>	<p>One of the newest developments along these lines is the increased focus on reading age. Every pupil with a reading age lower than chronological age (DA pupils nationally feature heavily in this category) targeted through Accelerated Reader with the aim of reading age gap closing so that further disadvantage in learning is minimised.</p>	<p>EEF toolkit evidence of poor literacy levels being a key barrier to learning across all subjects</p>	<p>RK</p> <p>Dept. literacy links</p>	<p>Review/ evaluate the impact of Accelerated Reader and Phonics Programme</p>
<p>Increased staffing to allow smaller class sizes in Years 7 & 8 in English and Mathematics</p>	<p>Extra classes in Maths and English to allow a greater level of targeted staff support for DA students and greater consideration re deployment of staff and students to setting arrangements</p>	<p>EEF toolkit evidence of the impact of high quality teaching with a more favourable staff/student ratio</p>	<p>Regular raising achievements meeting with SLT and departmental link meetings.</p> <p>Analysis of SISRA data</p>	<p>SLT/ HODS/ SO</p>	<p>Further support, discussion and guidance for HODS</p> <p>Analysis of student outcomes and achievement/progress data.</p>

<p>Increased teaching time in English (KS3 & KS4) and Maths (KS4) for key ability groups with increased TA support</p>	<p>Support the need for greater challenge in English at KS3 and implementation of new schemes of work with an extra hour of contact time for Year 7 English catch-up students.</p> <p>Extra contact time in Maths with key/ identified groups – middle and lower ability students supported with an extra supplementary Maths lesson</p> <p>CPD programme for support staff and TA's</p>	<p>Outcomes of monitoring of KS3 English in 15/16 and closer liaison with feeder primary schools and observation of Year 6 students.</p> <p>Need to prepare students for new and more challenging curriculum in KS4</p> <p>Outcomes in GCSE Maths in 2016</p>	<p>Raising achievement meetings will measure the impact of this extra time through analysis of student outcomes</p> <p>Monitoring of Teaching and Learning programme 16/17</p> <p>Feedback from student voice and staff voice.</p>	<p>DW/ KLG/ MHD/ SO</p>	<p>Identified students not making expected progress in Maths and English to work with specialist teachers and TAs to boost numeracy and literacy skills and raise achievement. At KS4 these students make at least expected 3 levels of progress</p>
Total budgeted cost					£244,780

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact Criteria
Improved attendance of key DA students	<p>Home school liaison officer offering focused and targeted support for DA students in each Year group with an attendance that falls short of 95% expectation.</p> <p>Transport support for key DA students for whom attendance is greatest barrier</p>	<p>Attendance data 2015/16 and the DA gap against Nat ave and non DA students at STM (See Annex 1)</p> <p>Steven Covey – work around attendance – increasing competition and sense of reward.</p>	<p>Regular attendance reports supplied fortnightly by JA.</p> <p>Swift analysis by SMB and MHD.</p> <p>Pastoral support meetings - discussion and strategies for improvement deployed</p>	<p>SMB/ MB</p> <p>MHD/AG/ JFO/AR</p>	<p>Every 2 weeks with a formal half termly report produced for SLT and link governor</p> <p>Half termly review to measure impact and to ensure the right students are being targeted – consideration of new/other students</p>
Improved attainment and progress of DA students in Maths	<p>Extra tuition for targeted year 11 students after school. 3 groups(HA/MA/LA) of 5 students an extra hour per week</p> <p>Update in KS3 scheme of work/programme of study to reflect increased challenge at GCSE</p> <p>Intensive SLT support with monitoring of intervention that has been put in place</p>	<p>2016 outcomes</p> <p>The need to increase challenge at KS3 and 4 to cope with the demands of the new curriculum, build on prior attainment and make at least expected progress</p> <p>EEF evidence of smaller group/personalised tuition</p>	<p>Increased SLT support and more regular review and raising achievement meetings</p>	<p>SR/ DW/ KLG/ MHD</p>	<p>Raising achievement meetings and regular progress check data reported to SLT indicates that gap between DA and non-DA students is closing.</p>

<p>Improved aspirations/attitudes towards learning of DA students</p>	<p>Learning mentor support – regularly update them with progress data for their students from reporting weeks and RAP meetings</p> <p>Behaviour for learning – DA students to meet with governors and interviewed about work place expectations and how these need to start in school</p> <p>Increased involvement and financial support for DA students to get involved in D of E to build resilience</p> <p>Retreat programme – Youth Village/Ampleforth</p> <p>Connexions support for DA students re destinations and post-16 pathways and focused LT support/interviews</p> <p>Engage High Ability DA students on a programme of aspiration with support from Newcastle University. Identification in Year 6-7 transition and specific focus in Year 9</p>	<p>Destination Data</p> <p>Year 9 options data/ outcomes</p> <p>Class Charts analysis</p> <p>Behaviour data/ logs</p>	<p>Carefully match students with mentors</p> <p>Learning mentor impact statements and input to fortnightly pastoral support meetings.</p> <p>Monitor and track destination data by key groups – 100% of DA students to secure places in EET.</p> <p>Close liaison with external agencies e.g. Newcastle University, Connexions etc</p> <p>DA students in Year 9 to be interviewed by member of SLT re their options</p>	<p>LM's</p> <p>MHD</p> <p>DPS</p> <p>MHD/ ADM/ MT</p> <p>KLG/ TD/ LH/ MHD</p> <p>MHD</p>	<p>Student voice</p> <p>Behaviour and destination data</p> <p>Implemented aspiration programme for DA students throughout Year 7 to 11 with particular focus on Year 9 prior to options and a mid school review of progress and hopes.</p> <p>Year 9 and 11 students guided into best GCSE and post-16 options and maintain schools excellent NEET figure</p>
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<p>Improved mental health and wellbeing of DA students</p>	<p>School counsellor and learning mentor support for key individuals presenting concerns and mental health as a barrier to learning</p> <p>Form tutor support through use of and effective response to feedback on pupil passports</p> <p>External pastoral care support for those identified as requiring more specialised provision</p>	<p>Student voice</p> <p>Student outcomes</p> <p>Analysis of DA setting in 15/16</p>	<p>Fortnightly pastoral meetings</p> <p>Annual report to governors</p> <p>HOY meetings with FT's</p>	<p>GL/ MHD</p>	<p>% attendance at counsellor and mentor meetings.</p> <p>Counsellor and mentor impact statements to show progress students are making and targets met.</p> <p>Student voice in relation to pupil passports reflect that DA feel supported by pastoral systems in place</p>
<p>More effective and targeted sanctions/ support for individuals who, from tracking and monitoring, show behaviour to be a barrier to progress. Implementation of strategies to support these students incl alternative provision if deemed necessary.</p>	<p>Year 8 boys behaviour group</p> <p>Implementation of a new behaviour policy, with behavioural statistics being forensically analysed each half-term with a focus on the disadvantaged students within each year group. The results are discussed at senior leadership level, with actions arising from these discussion being taken as consequence.</p>	<p>Behaviour analysis does indicate that although for a minority behaviour is a barrier to learning for some DA students</p> <p>Class Charts analysis</p> <p>Behaviour log</p>	<p>Fortnightly pastoral meetings</p> <p>Half termly review meetings with MHD, SMB and HOY's</p> <p>Greater acknowledgement and awareness of DA students and barriers/context when making decisions on action taken in response to these students not meeting expectations</p>	<p>MHD/ SMB/ HOYS</p>	<p>Class charts evidence improvements in behaviour of key DA students</p> <p>Narrowing in gap between DA and non-DA students in relation to Exclusions (internal/Padua, fixed term and permanent)</p> <p>Evidence of greater use of alternative provision programmes such as Trax</p>
<p>Targeted tuition for DA students not making expected progress in key subjects</p>	<p>RAP meeting to be used to identify students, particularly those in Year 11 and LAC, that would benefit from additional highly personalised intervention. This could include 1-1mentoring or small group tuition</p>	<p>Evidenced by EEF to be expensive but high impact.</p>	<p>Early identification of students and support from both students and carers</p> <p>Close liaison with HODS and AG re arrangements, attendance, impact and payment for tuition</p>	<p>MHD/ KLG/ DW/ HODS</p>	<p>Evidence of improvements in grades of students selected and student satisfaction with the extra support received through student surveys.</p>
<p>Total budgeted cost</p>					<p>£77,304</p>

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence/ rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact criteria
Increase challenge and support from governing body	Nominate a Pupil Premium Governor to work with Deputy Head and feedback to full governing body	EEF toolkit and Sir John Dunford conference re the need for accountability and culture of challenge and support	Regular meetings Feedback on Pupil Premium Conferences/courses Attend necessary training Use Annex 3 of 'Effective pupil premium reviews guide' provided by the Teaching School Council as a template for visits and guidance for PP Governor.	MHD/ CJ	Regular meetings and increased challenge and communication between PP lead and governing body Increased knowledge and understanding of governing body re PP related issues – strengths, areas for development, action plan etc
Improve engagement with parents e.g. workshops to support parents re attendance, catch-up etc.	Update parents via parent mail before raising achievement initiatives and events Invite parents to intervention meeting and information evenings relating to GCSE and post 16 options Regular communication with parents of DA students when barriers such as attendance, behaviour, mental health/ well-being are concerns.	EEF toolkit evidence and experience of the benefits of working closely with parents	Fortnightly pastoral review meetings Requests for regular feedback from the parents of DA students and their views on what the school can do to support their children	Pastoral Team	Attendance at events such as information evenings, intervention meetings and parents evenings Positive feedback from parents of DA students in surveys
Personalised system of support for DA	Support for financially disadvantaged pupils to access resources such as courses and	Sir John Dunford Conference and evidence of impact of a more	See annex 2 – pupil premium request form	MHD/ AG	Volume and range of requests Student feedback on support offered

students through use of PP request form	sports sessions, books and revision guides, trips and music lessons.	personalised system - where individual teachers, form tutors or support staff/ pastoral team can have a method of applying for support for individual students in their care to overcome barriers they face.			Evidence of impact e.g. SISRA data, student satisfaction and well-being.
Appointment of Pupil Premium Champion (TLR) taking responsibility for progress of DA students					
Total budgeted cost					£20,290

6. Review of expenditure

Previous Academic Year

GCSE 2013-2016	2013	2014	2015	2016	
Difference in achievement of 5+ A*-C incl. E&M between DA pupils and non-DA pupils	-14% National gap: 26%	-19% National Gap: 26%	-34.5% Non PP: 80.8% PP: 46.3% National Gap: 28%	-15% Non PP: 73.7% PP: 58.7%	
Difference in the number of pupils making expected or better progress in English between Pupil Premium pupils and non-Pupil Premium pupils	-15%	-17% Non PP: 78.8% PP: 62% National: 70% (All students)	+7.0% Non PP: 77.8% PP: 84.8% National: 69% (All students) National Gap: 17%	-5.2% Non PP: 87.8% PP: 82.6%	
Difference in the number of pupils making expected or better progress in Maths between Pupil Premium pupils and non-Pupil Premium pupils	-11%	-15% Non PP: 79.7% PP: 64% National: 65% (All Students)	-16.2% Non PP: 73.6% PP: 57.4% National: 66% (All Students) National Gap: 23%	-19% Non PP: 77.7% PP: 58.7%	
2016 Progress (-2)	P8	Eng	Maths	EBacc	Open
DA	-0.20	0.01	-0.34	-0.28	-0.17
Non-DA	0.11	0.17	0.02	0.16	0.08

2016 outcomes show progress measures in English to be very positive when compared with national picture for all students, though there is still a gap in performance within the school. As discussed in the 2016/17 strategy statement – progress of DA students in Maths improved slightly when compared with 2015 outcomes however a gap remains to all students nationally and then a wider gap when compared with non-DA students within the school and results in this being a key priority this year

Impact of intervention for Year 7 Catch Up students July 2016

Student Name	Eng KS2	Eng Level	Eng SubLOP		Student Name	Mat KS2	Mat Level	Mat SubLOP
Student 1	3.16	4B	4		Student 1	3B	4B	3
Student 2	3.83	4A	3		Student 2	3B	3A	1
Student 3	3.83	4A	3		Student 3	3A	4A	3
Student 4	3.16	4B	4		Student 4	3C	4C	3
Student 5	3.5	4B	3		Student 5	3C	3C	0
Student 6	3.83	4A	3		Student 6	3A	3A	0
Student 7	3.83	3B	-1		Student 7	3A	4A	3
Student 8	3.5	3A	1		Student 8	3B	3A	1
					Student 9	3A	3A	0
					Student 10	2	3B	3
					Student 11	3A	4A	3
					Student 12	3B	4B	3
					Student 13	2A	3A	3

