St Thomas More R C Academy

PUPIL PREMIUM STRATEGY STATEMENT
2018 – 2019

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). £2,300 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 (The LA retain some of this funding centrally). 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 2018 / 19	£ per pupil	No. of eligible students	2018 / 19
Pupils in Yr7 – 11 recorded as Ever6 FSM	£935	319	£298,265
Looked after children (LAC) or post LAC	£2,300	7	£16,100
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

			Total :	£317,065
		2	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.

Pupil premium strategy statement

St Thomas More R C Academy

1. Summary information					
School	St Thomas More RC Academy, North Shields, Tyne and Wear, NE29 8LF				
Academic Year	2018-19	**Total PP budget**	£317,065	**Date of most recent PP Review**	11/01/19
Total number of pupils	1320	**Number of pupils eligible for PP**	319	**Date for next internal review of this strategy**	29/06/20

	No. in Year Group	**No. of PP Students**	**Pupil Premium Students – KS2 Attainment**			
			Upper	**Middle**	**Lower**	**No data**
Year 11	264	57				
Year 10	250	56				
Year 9	269	72				
Year 8	268	61				
Year 7	269	73				

2. Current attainment/progress based on 17/18 outcomes		
	Pupils eligible for PP at St. Thomas More (2017/18)	Pupils not eligible for PP (national average 2017/18)
Progress 8 score average	-0.8	0.13
Attainment 8 score average	38	50.1

Key issues based on data

Progress 8 was significantly below the national for other pupils for the following groups: overall disadvantaged, disadvantaged high. Progress made by disadvantaged boys is also a priority for the school.

In 2017/18, the rate of overall absence (5.10%) was slightly below the national average for schools with a similar level of deprivation (5.54%). Therefore, STM attendance is 0.44 % above the national average for schools with a similar level of deprivation However attendance of DA students (particularly FSM) and level of persistent absenteeism is a priority for the school. STM overall attendance for FSM students 2017/18 = 90.97% and 29.1% of that cohort were persistently absent (below 90%).

	3. Barriers to future attainment (for pupils eligible for DA – including those raised above if still relevant)	
In-school barriers		
A.	DA progress (particularly boys) and attitudes towards learning	
B.	Aspiration – deployment and setting/ self esteem/ confidence/ resilience of DA students	
C.	Poor literacy skills on entry of a particular cohort of DA students	
D.	Mental health/well-being	
E.	Behaviour/ attitudes to learning of a small cohort of DA students	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
F.	Attendance of Pupil Premium (particularly FSM)students	
G.	Completion of homework evidenced by class charts (quality of feedback and marking from teachers in relation to this)	
H	Lack of parental engagement and aspiration from some family homes	
4. Desired outcomes		
A.	Improved attitudes towards attainment and progress	
B.	Improve and challenge aspirations of DA students so that they are equal to or greater than non DA students	
C.	To improve Student Reading Ages and nurture a love of Reading across the curriculum and beyond to create independent, fluent and confident readers with a broad vocabulary and improved inference skills.	
D.	Student voice, surveys, pupil passports and pastoral support logs to evidence progress re well-being and support received of DA students.	
E.	Continued implementation of new behaviour policy, with behavioural statistics being forensically analysed each half-term with a focus on the disadvantaged students within each year group.	
F.	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.	
G.	Reduction in negative referrals for 'no or poor homework' for DA students across all year groups	
H.	Increased attendance and engagement at extra- curricular events such as parents evenings	

5. Planned expenditure					
Academic year	2018 - 2019				
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**
Improved attitudes/ outcomes re attainment and progress (particular focus on boys)	Closer monitoring of teaching, learning, marking & feedback, challenge and revision	EEF Toolkit - Feedback and meta-cognition remain two of the strongest strategies in terms of cost and impact	Half termly review meetings	DW/KLG/ MHD/	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
	Extra classes in Maths and English (increased staffing) to allow a greater level of targeted staff support for DA students and greater consideration re deployment of staff and students to setting arrangements (and to allow smaller class sizes in Years 7 & 8)	EEF toolkit evidence of the impact of high quality teaching with a more favourable staff/student ratio	Regular raising achievements meeting with SLT and departmental link meetings. Analysis of SISRA data	SLT/ HODS/ SO	Analysis of student outcomes and achievement/progress data.
	Performance Management systems				
	Achievement for All - coach will identify 20% of students with lowest attainment/progress and support leaders/staff/parents and students with closing the gap	Well established Charity with excellent results in this area Attainment gap for PP students (main focus on boys)	Regular contact with lead coach – 12 sessions a year for 2 years. All staff receive access to 'The Bubble' with	LJW/MHD	Increase in confidence and self esteem of pupils involved: - Achievement evidenced through improved attainment

		Parental involvement of PP families is typically low e.g. parent's evenings	development modules in key areas		- Aspiration – evidenced through interviews/survey/pupil voice/post school options Improved and regular contact with parents Improved attendance at parents' evenings
	Increased teaching time in English (KS3 & KS4) and Maths (KS4) for key ability groups with increased TA support. 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. Extra contact time in Maths with key/ identified groups – middle and lower ability students supported with an extra supplementary Maths lesson CPD programme for support staff and TA's	Outcomes of monitoring of KS3 English in 17/18 and closer liaison with feeder primary schools and observation of Year 6 students. Need to prepare students for new and more challenging curriculum in KS4 Outcomes in GCSE Maths	Raising achievement meetings will measure the impact of this extra time through analysis of student outcomes Monitoring of Teaching and Learning programme 17/18 Feedback from student voice and staff voice.	DW/ KLG/ MHD/ SO	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

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**
Improve and challenge aspirations of DA students so that they are equal to or greater than non DA students	Brilliant Club – year 8 working with a PhD tutor in area of Arts and Humanities	Student survey response indicated concerns and low aspiration among PP students regarding options available after high school National data indicates that PP students are 50% less likely to enter higher education	Staff to support pupils' engagement/involvement with programme through: - Individual and group sessions - After school/in school support sessions for project work Providing necessary equipment and facilities to ensure task is completed	AJM	Pupils work effectively as a team and receive positive feedback from their PhD tutor Pupils produce a report of a high standard with minimal deductions (marks taken off for lateness etc)

To improve Student Reading Ages and nurture a love of Reading across the curriculum and beyond to create independent, fluent and confident readers with a broad vocabulary and improved inference skills.	Accelerated Reader programme rolled out at Key Stage 3 and to a small cohort of Yr 10 students in small SEN groups with STAR Assessments used regularly to track progress and Reading Ages. Successes celebrated half termly with Word Walls celebrating achievement around the School. AR HOME Connect being developed to enable Parents to better support Reading at Home. Supplementary Classes in Key Stage delivering the Read/Write Inc Phonics Reading and Writing programme. Handwriting Programme continued this year to a broad cohort of Key Stage 3 students to support motor skills where needed. 'Book in the bag' in Yr 7 and 8 has been introduced this year incorporating reading time into every lesson and into Tuesday's PSE lessons weekly. CE has supported this by providing subject specific book boxes to every Dept. Reading Clubs on Thursday and Friday with an excellent turn out this year and increased Parental Support.	Every student 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. EEF toolkit evidence of poor literacy levels being a key barrier to learning across all subjects	Twice half termly Literacy meetings with Team to ensure strategy and operations on track (RK, CH,CE,MB) AR learning Walks carried out to ensure Staff are supporting Reading in Classrooms. Learning Walks with a focus on how Literacy is supported across the Curriculum (*done most recently in Science*) Staff/Student voice to evaluate successes of AR and Book in Bag Continued focus on Literacy in Staff Development to upskill Teachers (CPD)	RK CE/MB)	Review/ evaluate the impact of Accelerated Reader and Phonics Programme Measure Progress and Increased Reading ages and increased lending and footfall in Library. Improved Outcomes across the curriculum where low Literacy levels for some students have previously prohibited progress- (eg Science)

| | Extra Curricular Book Groups running for MAPs in Yr 7, Reluctant Reader Group for Boys in Yrs 8 and 9 (incl. some DA) and Harry Potter Reading Club targeting a small cohort of Yr 7 and 8 DA students

Depts supported with scaffolding Literacy across the Curriculum (eg ; Science – Word Walls/Bookmarks- explisit Teaching of Command Words/critical vocabulary.)

Whole School CPD on Literacy and Reading delivered to support all teachers of Yr 7 and 8 with AR and Book in the Bag. | | | | |
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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.	Fortnightly pastoral meetings with wider support team are being used to identify students whose attendance is in danger of falling below 96% expectation and those with 'broken weeks' 360 review of current practice and systems with aim of creating a more formalised/staged approach with regards to how we as a school respond to attendance concerns and clarity re who will be responsible for leading this at each various stage. Greater clarity over roles and responsibilities of pastoral team members e.g. HOY, Attendance Clerks, Family Support Worker etc DSR PM target to create an attendance tracker tool that can be used to identify students with both falling and improving attendance and intervention used	Attendance data 2017/18 and the DA gap against Nat ave (all)and non DA students at STM Steven Covey – work around attendance – increasing competition and sense of reward.	Regular attendance reports supplied fortnightly by JA. Swift analysis by KDI and MHD. Pastoral support meetings - discussion and strategies for improvement deployed	KDI/ NC	Every 2 weeks with a formal half termly report produced for SLT and link governor Half termly review to measure impact and to ensure the right students are being targeted – consideration of new/other students
			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 attitudes/ outcomes re attainment and progress (particular focus on boys)	Deployment of DA students re setting arrangements 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. SISRA – Progress and attainment data. Use to evaluate impact of tailored intervention already in place and to employ strategies for issues raised Purchase of materials e.g. revision guides for DA students	2016 outcomes	Regular agenda item at LT meetings and HOD meetings Raising achievement (RAP) meetings	Leadership Team – Department links HODS	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.
	Improved attainment and progress of DA students in Maths. Extra tuition for targeted year 11 students before school. 3 groups (HA/MA/LA) of 5 students an extra hour per week. Update in KS3 scheme of work/programme of study to reflect increased challenge at GCSE. Intensive SLT support with monitoring of intervention that has been put in place	2017/18 outcomes. 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. EEF evidence of smaller group/personalised tuition	Increased SLT support and more regular review and raising achievement meetings	KDO/ DW/ KLG/ MHD	Raising achievement meetings and regular progress check data reported to SLT indicates that gap between DA and non-DA students is closing.

	Targeted tuition for DA students not making expected progress in key subjects 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	Evidenced by EEF to be expensive but high impact.	Early identification of students and support from both students and carers Close liaison with HODS and AG re arrangements, attendance, impact and payment for tuition	MHD/ KLG/ DW/ HODS	Evidence of improvements in grades of students selected and student satisfaction with the extra support received through student surveys.
Improved attendance of key DA students	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. Key Stage 3 attendance challenges – 6 week programme focusing on improving the attendance of DA students with an attendance which falls between 85% and 92.5%	Attendance data 2015/16 and the DA gap against Nat ave and non DA students at STM (See Annex 1) Steven Covey – work around attendance – increasing competition and sense of reward.	Regular attendance reports supplied fortnightly by JA. Swift analysis by KDI and MHD. Pastoral support meetings - discussion and strategies for improvement deployed	KDI/ NC MHD/KDI / ALM	Every 2 weeks with a formal half termly report produced for SLT and link governor Half termly review to measure impact and to ensure the right students are being targeted – consideration of new/other students

Improved aspirations/attitudes towards learning of DA students	Learning mentor support – regularly update them with progress data for their students from reporting weeks and RAP meetings Increased involvement and financial support for DA students to get involved in D of E to build resilience Retreat programme – Youth Village/Ampleforth Connexions support for DA students re destinations and post-16 pathways and focused LT support/interviews 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 Behaviour for learning – DA students to meet with governors and interviewed about work place expectations and how these need to start in school	Destination Data Year 9 options data/ outcomes Class Charts analysis Behaviour data/ logs	Carefully match students with mentors Learning mentor impact statements and input to fortnightly pastoral support meetings. Monitor and track destination data by key groups – 100% of DA students to secure places in EET. Close liaison with external agencies e.g. Newcastle University, Connexions etc DA students in Year 9 to be interviewed by member of SLT re their options	LM's MHD DPS MHD/ ADM/ MT KLG/ TD/ LH/ MHD MHD	Student voice Behaviour and destination data 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. Year 9 and 11 students guided into best GCSE and post-16 options and maintain schools excellent NEET figure

Improved mental health and wellbeing of DA students	School counsellor and learning mentor support for key individuals presenting concerns and mental health as a barrier to learning

Form tutor support through use of and effective response to feedback on pupil passports

External pastoral care support for those identified as requiring more specialised provision | Student voice

Student outcomes

Analysis of DA setting in (2016-18) | Fortnightly pastoral meetings

Annual report to governors

HOY meetings with FT's | OH/ MHD | % attendance at counsellor and mentor meetings.

Counsellor and mentor impact statements to show progress students are making and targets met.

Student voice in relation to pupil passports reflect that DA feel supported by pastoral systems in place |
| 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. | Year 8 boys behaviour group

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. | Behaviour analysis does indicate that although for a minority behaviour is a barrier to learning for some DA students

Class Charts analysis

Behaviour log | Fortnightly pastoral meetings

Half termly review meetings with MHD, KDI and HOY's

Greater acknowledgement and awareness of DA students and barriers/context when making decisions on action taken in response to these students not meeting expectations | MHD/ KDI/ HOYS | Class charts evidence improvements in behaviour of key DA students

Narrowing in gap between DA and non-DA students in relation to Exclusions (internal/Padua, fixed term and permanent)

Evidence of greater use of alternative provision programmes such as Trax |

Reduction in negative referrals for 'no or poor homework' for DA students across all year groups	Homework Club – Year 7, 8 and 9 (after school).	Class charts indicated that roughly 75-90% of pupils receiving the most negative referrals for homework were DA Student survey results showed most common issue identified as problems completing homework	Monitoring of attendance and referrals on a weekly basis Pupils monitor own progress (amount of negative and positive referrals received) on a weekly basis Half termly reviews between SLT and Learning mentors	SLT SW JF AR	Review and evaluate impact every half term Pupils achieve less negative referrals for homework at the end of the 6 week block
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
				Total budgeted cost	£77,304

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
Personalised system of support for DA students through use of PP request form	Support for financially disadvantaged pupils to access resources such as courses and sports sessions, books and revision guides, trips and music lessons.	Sir John Dunford Conference and evidence of impact of a more 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.	See annex 2 – pupil premium request form	MHD/ AG	Volume and range of requests Student feedback on support offered Evidence of impact e.g. SISRA data, student satisfaction and well-being.
Increased distribution of leadership responsibility for the pastoral and academic progress of DA students	Appointment of Pupil Premium Champion (TLR) taking responsibility for progress of DA students Increased responsibility and accountability of middle leaders and all staff re the progress of DA students in their subject, year group, lessons.	EEF guidance and Sir John Dunford Conference highlighted the importance of a team approach and solidarity in the quest to narrow the gap. Risks associated with the perception of DA progress being the responsibility of lead staff.	Clarity of roles and responsibility during staff Inset presentation Recruitment of a passionate member of staff to take on some leadership responsibility	MHD/ DW KLG	Member of staff recruited before end of academic year Staff focus and understanding evident in feedback during RAP meetings, lesson observations, work scrutiny, learning walks.
Total budgeted cost					£20,290