

# Pupil Premium Strategy Statement – St Thomas More Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                           |
|--|--------------------------------|
| Number of pupils in school   | 438                            |
| Proportion (%) of pupil premium eligible pupils  | 113 students (%)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026                      |
| Date this statement was published  | 1 <sup>st</sup> January 2024   |
| Date on which it will be reviewed  | 1 <sup>st</sup> September 2024 |
| Statement authorised by  |                                |
| Pupil premium lead   | Sarah Lancett                  |
| Governor / Trustee lead  | Kevin Gritton                  |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £116,955 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £        |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £        |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £        |

# Part A: Pupil premium strategy plan

## Statement of intent

- *Pupil Premium students at St Thomas More should meet or exceed their expected Progress levels based on KS2 data.*
- *This strategy sets out the non-negotiables for all PP learners. Expectations will not be lower. These learners will be at the forefront of planning, feedback, and intervention policies.*
- *Our strategies aims that all PP students are exposed and gain from the knowledge rich curriculum, experience learning beyond the classroom, are literate, present, aspirational and a well-rounded citizen.*
- *Engagement of PP students and their families is key.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Widened attainment gap between PP and non -PP. Study routines, home learning and reduced aspiration for some students. |
| 2                | Lack of engagement with opportunities to enrich students academically, socially and culturally.                        |
| 3                | Literacy skills. Lower reading ages when compared to those of non-PP.  |
| 4                | Attendance. PP pupils have lower attendance when compared to non-PP.   |
| 5                | Parental engagement from PP Students.  |

## 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   |
|---|--|
| Closing of the attainment/ progress gap between PP and non-PP | Gap can be seen closing in assessment data, interim reports, reading ages in Year 7-11 and GCSE outcomes.<br><br>Upturn in % age of students completing HW |

|   |   |
|---|---|
| Greater engagement of PP students in extra curricula activities, trips and enrichment activities. | Extra curricula participation tracking.   |
| Literacy levels improved.   | Whole school literacy policy embedded.<br>Pupil RA used in planning for progress  |
| Improved attendance of PP students  | Daily, weekly and half termly tracking of attendance of all vulnerable groups including PP.<br>Narrowing of gap between attendance/ PA figure of PP and non-PP                |
| Improved engagements from parents/ carers of PP   | Tracking attendance of parents to show increased participation in progress evenings.<br>Higher return of parental surveys<br>Increased positive responses to parental surveys |

## 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: **£28,100**

| Activity                | Evidence that supports this approach  | Challenge number(s) addressed |
|-------------------------|---|-------------------------------|
| 1. Curriculum re design | <p>Appointment of AHT Teaching and Learning.</p> <p>All subject leaders to produce a 5-year Learning map showing the sequencing and retrieval points of a knowledge rich curriculum.</p> <p>Curriculums 'Quality assured' by Subject leaders with SLT link.</p> <p>Resourcing for curriculum development (<b>£150</b>)</p> <p>Learning maps shared on website once completed.</p> | 1                             |

|   |   |   |
|---|---|---|
| 2. Marking and Feedback                               | <p>Middle leaders to work with DHT to agree marking and feedback procedures.</p> <p>Thought out assessment cycle developed in all subject areas.</p> <p>Maintenance marking replaced with deep marking and feedback.</p> <p>Each half term staff have a minimum of two opportunities to identify gaps/ misconceptions in learning.</p> <p>Feedback provided. Student response time built into learning. Responses checked to ensure misconceptions addressed.</p> <p>CPD for Subject leaders and whole staff.</p> | 1 |
| 3. Adaptive teaching/ data driven planning            | <p>Classroom practice data driven.</p> <p>Staff to use SEND strategies, RA, TGs, prior attainment to inform planning.</p> <p>Staff training- teaching and learning folders.</p> <p>Use of questioning and modelling to boost progress</p> <p><b>Visualisers purchased £1000</b></p>   | 1 |
| 4. Curriculum AIM meetings                            | <p>Half termly meeting to plan interventions for identified students (furthest distance from targeted P8)</p> <p>HOL and Core Subject Leads in attendance.</p> <p>Agreed actions per pupil.</p> <p>Review of actions and impact at following AIM meeting.</p>   | 1 |
| 5. PP clear focus- Line management agenda             | <p>Progress of PP students discussed at fortnightly LM.</p> <p>Sharing of strategies and impact.</p>  | 1 |
| 6. Literacy policy embedded in to deliberate practice | <p>Whole school literacy plan built into planning in all subjects.</p> <p>Literacy marking policy embedded.</p>   | 3 |

|                     |  |   |
|---------------------|--|---|
|                     | Appointment of librarian<br>Appointment of librarian/ literacy lead<br>£25000<br><br>STM reads £1000 |   |
| 7. examination prep | £100 exam equipment<br><br>£1000 revision guides   | 1 |

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

Budgeted cost: £ 2,000

| Activity                  | Evidence that supports this approach   | Challenge number(s) addressed |
|---------------------------|--|-------------------------------|
| 1. In school intervention | <p>Year 11 intervention during tutor time. Core subject staff used to staff Year 11 tutor groups allowing core intervention.</p> <p>TA led catch up for Maths and literacy for identified SEND students.</p> <p>National tutoring programme- Maths tutor running face to face sessions one day per week.</p> <p>Online tutoring throughout the summer/ holidays.</p> <p>Maths intervention (Third space/ white rose) £1000</p> | 1                             |
| 2. TA led Lexia programme | <p>Lexia used to improve RA.</p> <p>TAs trained to use the Lexia programme.</p> <p>SEND dept to work with English to ensure correct strand of Lexia is used.</p>   | 3                             |

|   | <b>Lexia Licence £1000</b>   |      |
|---|--|------|
| 3. closing of PP non-PP suspensions/<br>Sanction gap. | <p>Tracking of on call, internal isolation, and suspensions. PP and non-PP comparisons.</p> <p>Suite of behaviour interventions collated and provide to students to close this gap.</p> <p>In school inclusion sessions.</p> | 1, 5 |

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

Budgeted cost: **£ 9,200**

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| 1. Pastoral structure:<br><br>Introduction of Head of Learning | <p>Pastoral re structure</p> <p>Appointment of AHT Behaviour and Safeguarding.</p> <p>Recruitment of Heads of Learning.</p> <p>Year/ KS leaders with a focus on academic progress to track student outcomes.</p> <p>Pastoral leads to work with PP students on ATL, attendance and aspiration. These will be in one-to-one sessions which are tracked, reviewed, and measured.</p> <p>3 x TLR payment for HoL £9000</p> <p>EWO £500</p> <p>Funding of Att prizes £300</p> | 1,4,5                                |
| 2. Mentoring   | HOL 11, pastoral manager and DHT to mentor 10 students. Weekly meetings   | 1                                    |

|  |  |     |
|--|--|-----|
|  | <p>U avoidance group</p> <p>3 to 4/5 group</p> <p>Converting 5/6 into 7+ group</p> <p><b>Exam packs provided for all PP students.</b></p> <p>33% of year 11 receiving bespoke mentoring.</p> <p>Students feel loved and supported.</p> <p>Improved interims, assessment data, mocks.</p> |     |
| 3. Parental communication                        | <p>Weekly letters.</p> <p>Parent surveys- handed out in progress eve packs.</p> <p>Analysis of data.</p> <p>Use of social media to promote success and celebrate achievements of all students.</p> <p>Review use of fusion as a platform for home learning and comms.</p>                | 5   |
| 4. PP engagement with extra curricula activities | <p><b>£2000 trip contingency fund</b></p> <p><b>£1000 uniform/ sports kit</b></p>  | 2   |
| 5. Raising aspirations.                          | <p>Creation of role: of AHT Catholic Life and Personal development.</p> <p>Appointment of Lead Teacher for Personal development</p>  | 2,1 |

|               |  |   |
|---------------|--|---|
|               | <p>2 x Weekly RSHE session.</p> <p>Work booklets with reflection points used.</p> <p>All students 7-11 to receive lesson from Morrisby career programme.</p> <p>All Year 11/ 10 students to have a minimum one career meeting. Transcripts of the meeting collated and a copy shared with parents.</p> <p>PP Vulnerable students to have careers meetings first.</p> <p>College visits with staff for students at risk of NEET.</p> <p>Identified students supported with college applications.</p> <p>Careers fair for all students.</p> <p>10:10 resources</p> <p>TLR Lead teacher for PD £3000</p> <p>Morrisby subscription £1000</p> |   |
| 7. Attendance | <p>£300 rewards</p> <p>£500 EWO</p>  | 4 |

**Total budgeted cost: £ 39,300**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Coming soon...*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| NA        |          |