

# Pupil premium strategy statement – St Thomas More CVA

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	419
Proportion (%) of pupil premium eligible pupils	130 students (31%)
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	David Redfern
Pupil premium lead	Sarah Lancett
Governor / Trustee lead	Kevin Gritton/Sarah Lockyer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,955
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <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>	£116,955

# Part A: Pupil premium strategy plan

## Statement of intent

Our aspiration is that all pupils, irrespective of background, will meet or exceed their anticipated progress levels and achieve in line or above national.

Our strategy aims to ensure that all disadvantaged students:

- benefit from a knowledge-rich curriculum
- experience high quality teaching
- engage in learning opportunities beyond the classroom
- develop strong literacy skills
- maintain regular attendance

We want all our pupils to aspire to achieve their full potential and grow into well-rounded, responsible citizens.

The engagement of Pupil Premium students and their families is central to achieving these goals.

This strategy outlines the non-negotiables for us as staff in supporting our Pupil Premium learners. Expectations for these students will not be compromised. They will be prioritised in planning, feedback, and intervention policies to ensure their success.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. We find that prior experiences and cultural capital is not as rich as their peers, and this is a barrier to comprehension.</p> <p>On entry to Year 7 between 32% of our disadvantaged pupils arrive below age-related expectations compared to 19% of their peers. This gap persists during pupils' time at our school.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many</p>

	<p>pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. We find that their prior experiences and cultural capital is not as rich as their peers and this is a barrier to confidence and resilience.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. 32 pupils currently require additional support with social and emotional needs, with 10 (all of whom are disadvantaged) currently receiving small group interventions.</p>
3	<p>The attainment of disadvantaged pupils in Maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p>
4	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been lower for non-disadvantaged pupils.</p> <p>A higher number of disadvantaged pupils have been 'persistently absent' compared to of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Greater engagement of PP students in extra curricula activities, trips and enrichment activities.	Extra-curricular participation tracking. Wide range of trips, visits, music lessons are available and accessible to all.
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.	KS4 performance measures in 2024/25 and 2025/26 demonstrate that disadvantaged pupils achieve an average Attainment 8 score in line with non-disadvantaged peers and significantly higher than 2023/24.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>· the overall unauthorised absence rate for all pupils being reduced and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed</li> <li>· the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils being no more than 10 % lower than their peers.</li> </ul>

## 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: £43,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Explicit Teaching of Reading Comprehension and Vocabulary</b> as a part of our Deliberate Practice (Literacy policy) <ul style="list-style-type: none"> <li>- Staff training on Disciplinary Literacy (planning, pedagogy and text selection)</li> <li>- Teacher explicit instruction and modelling (planning for)</li> <li>- Disciplinary Literacy embedded into Mark Policy for whole school approach</li> <li>- Implementation of assessment reading ages to inform planning</li> <li>- Staffing restructure of SEND team to include literacy focused colleague</li> </ul>	<a href="#">EEF Improving Literacy in Secondary Schools</a>  R1: Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.  All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.  R3: Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.  Reading strategies, such as activating prior knowledge, prediction and questioning, can improve students' comprehension.	1
<b>Promoting a Culture for Pleasure in Reading</b> <ul style="list-style-type: none"> <li>- Appointing library to develop infrastructure</li> <li>- Audit of books and investment in new books to ensure a range of quality texts</li> <li>- Range of promotional activities to engage pupils, e.g. competitions, themes in library</li> </ul>	<b>Benefits of reading for pleasure:</b> There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). <a href="#">DfE Report -Reading for Pleasure</a>	1

	<p>The OU research demonstrates that reading for pleasure can be impactful when supported by social reading environments, encouraging learners to read independently and encouraging inclusive communities of readers.</p> <p><a href="#">Reading For Pleasure - Reading for Pleasure</a></p>	
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<p>Ensure the curriculum offer is well-sequenced and provides intelligent retrieval practice to promote strong knowledge acquisition</p> <ul style="list-style-type: none"> <li>- Review and re-design of subject curriculums as a 5 year learning map <b>showing the sequencing and retrieval points of a knowledge rich curriculum.</b></li> <li>- Staff training on underpinning principles (e.g. retrieval)</li> <li>- Development of staffing structure to support – appointment of AHT for Teaching and Learning</li> <li>- Robust QA processes targeting curriculum design principles linking into SLT</li> </ul>	<p><a href="#">Cognitive Science in the Classroom</a></p>	1 & 3
<p><b>Ensure all learners experience high quality teaching anchored in effective marking, feedback and assessment</b></p> <ul style="list-style-type: none"> <li>- Co-construct clear and cohesive marking and feedback procedures across the whole school</li> <li>- Clarity of assessment cycle in all subject areas to move learning on</li> <li>- Maintenance marking replaced with deep marking and feedback.</li> <li>- Each half term staff have a minimum of two opportunities to identify gaps/ misconceptions in learning.</li> </ul>	<p><a href="#">EEF Feedback Guidance Report</a></p> <p>R2: Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</p>	3

<ul style="list-style-type: none"> <li>- Feedback provided. Student response time built into learning. Responses checked to ensure misconceptions addressed.</li> <li>- CPD for Subject leaders and whole staff.</li> </ul>		
<p>Ensure all pupils' needs are met at the point of teaching through a range of adaptive teaching strategies anchored in a strong understanding of pupils</p> <ul style="list-style-type: none"> <li>- Ensuring consistency across all classes</li> <li>- Data Driven: Ensuring knowledge of pupil start points (e.g. reading ages), needs and barriers to learning are maximised to direct teaching and learning</li> <li>- Staff maximise adaptive teaching strategies, including those focused on learners with SEND</li> <li>- Use of questioning and modelling to boost progress</li> </ul>	<a href="#">ITTECF – January 2024</a>	1 & 3
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, 2, 3 & 4
PP clear focus- Line management agenda	<p>Progress of PP students discussed at fortnightly LM.</p> <p>Sharing of strategies and impact.</p>	1, 2, 3 & 4
Examination prep	<p>Exam equipment</p> <p>Revision guides</p>	

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

Budgeted cost: £ 8,000

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)</p>	1 & 3
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>	1
3. closing of PP non-PP suspensions/ 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>	2 & 4

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

Budgeted cost: £68,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Pastoral structure:  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>	1,2 & 4
2. Mentoring	<p>HOL 11, pastoral manager and DHT to mentor 10 students. Weekly meetings</p> <p>U avoidance group</p> <p>3 to 4/5 group</p> <p>Converting 5/6 into 7+ group</p> <p>Exam packs provided for all PP students.</p> <p>33% of year 11 receiving bespoke mentoring.</p> <p>Students feel loved and supported.</p> <p>Improved interims, assessment data, mocks.</p>	2, 3 & 4
3. Parental communication	Weekly letters.	1, 2, 3 & 4



	<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> <p>Meet the SENDCO events</p> <p>Parent/ pupil voice at all progress evenings.</p>	
4. PP engagement with extra curricula activities	<p>Trip Support Fund</p> <p>Uniform/ sports kit</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> <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>	2

	<p>Identified students supported with college applications.</p> <p>Careers fair for all students.</p> <p>10:10 resources</p>	
7. Attendance	<p>Inclusion Manager and Attendance Officer – oversees attendance and support to remove barriers to school and learning</p> <p>Attendance Rewards</p>	2 & 4

**Total budgeted cost: £ 120,000.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The proportion of Pupil Premium (PP) pupils in our school currently stands at 31% and continues to rise.

Although the 2024 outcomes highlight a gap between disadvantaged and non-disadvantaged pupils, there is clear evidence that our strategy is having a positive impact.

The Year 11 PP cohort in 2024 demonstrated measurable progress, tracked carefully at key milestones. This improvement is the result of targeted intervention, revision support, and, above all, high-quality teaching underpinned by evidence-based research from the Education Endowment Foundation (EEF).

Key data points:

February 2024

- Average attainment score in mock examinations: 24.14;
- Progress 8 score: -1.37

Summer Results 2024

- Average attainment score in final examinations: 25.54;
- Progress 8 score: -1.23

Whilst 2024 outcomes were not where we wanted them to be, projected outcomes for 2025 are looking extremely encouraging.

At STM, the number of pupils following the EBacc route is on an upward trajectory.

2024 10% (of which 2% are PP)

2025 18% (of which 5% are PP)

2026 33 % (of which 17% are PP)

Effective tracking by group also shows the impact our strategy had had upon disadvantaged pupils.

Attendance at extra-curricular clubs has increased from 52% to 63% over the course of this academic year.

### Suspensions (Sessions)

Term	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Overall PP	29	31	20	33
Year 7 PP	4	10	0	10
Year 8 PP	1	0	2	0
Year 9 PP	10	0	14	11
Year 10 PP	10	0	4	10
Year 11 PP	4	25	0	0

### Summary:

- PP suspensions fluctuated, with a slight increase at Pentecost 2.
- Notably, Year 11 PP pupils recorded zero suspensions in the final two terms, indicating significant behavioural improvement.
- Year 9 and Year 10 cohorts require continued targeted support.

### Isolations (Damascus Sessions)

Term	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Overall PP	20	2	15	11
Year 7 PP	1	1	1	0
Year 8 PP	0	1	2	5
Year 9 PP	3	0	5	0
Year 10 PP	9	0	7	5
Year 11 PP	8	0	0	0

### Summary:

- A significant reduction in overall isolations was achieved, falling from 20 in Lent 1 to 11 in Pentecost 2.
- Slight increases in Year 8 and Year 10 isolations suggest focus areas for next academic year.

### Removals (B3 Neighbourhood Out)

Term	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Overall PP	42	41	29	9
Year 7 PP	3	2	5	2
Year 8 PP	1	2	9	0
Year 9 PP	22	17	14	4
Year 10 PP	9	14	14	3
Year 11 PP	7	7	7	0

### Summary:

- Removals for PP pupils dropped sharply from 42 in Lent 1 to just 9 in Pentecost 2.
- Year 8 and Year 9 also recorded positive trends, with Year 8 showing a full elimination of removals by Pentecost 2.

There is strong evidence of behavioural improvement among Pupil Premium pupils throughout the 2023–2024 academic year. Key highlights significant reductions in suspensions for many cohorts, and an overall downward trend in negative behaviour indicators. Continued targeted intervention, mentoring, and positive reinforcement strategies will be essential to sustain and build upon these gains.

Behaviour data for 2024-25 continues to show significant improvements for PP pupils.

Our strategy of quality first teaching (The Teaching and Learning 7) is having a positive impact on the learning, outcomes and engagement of PP pupils. The non negotiables are:

Marking, feedback and DIRT response tasks

Adaptive teaching

3,2,1 reading lessons

Setting of HW

Directed questioning

SOLO time

Modelling

The whole school reading strategy will remove barriers for PP learners. The reading strategy is apparent in subject areas. Reading lessons focus on subject specific vocab. Beyond the classroom is the targeted intervention made up of Lexia, Better Reader and Fresh Start. Read age data shows that the whole school approach to literacy is working.

Reading data for the current academic year is extremely strong, with significant gains for PP pupils.

Further work is required to improve attendance figures, particularly for those pupils who are PP.

## 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	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

**The impact of that spending on service pupil premium eligible pupils**

NA

**Further information (optional)**