

St. Thomas More Catholic School - Pupil Premium Strategy

1. Summary information					
School	St. Thomas More Catholic School, Buxton				
Academic Year	2018-19	Total PP budget	£83,215 (TBC)	Date of most recent PP Review	July 2018
Total number of pupils	429	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2019

2. Current attainment			
	Pupils eligible for PP	Pupils not eligible for PP	National non-PP figures
Progress 8 score average (2018)	-0.20	-0.01	
Attainment 8 score average (2018)	45.0	53.2	
% achieving En and Ma (2018)	42 (5-9), 58 (4-9)	54 (5-9), 73 (4-9)	
Number of pupils in year 11 (2018)	19	56	

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	PP eligible pupils often lack social skills and confidence, resulting in poor relationships with peers and low self-esteem.	
B.	Disadvantaged students often lack aspirations for life beyond secondary school. There can be a belief that further education is 'not for them'.	

C.	Not all pp pupils and their parents make the most of the opportunities within school. This can sometimes result in a lack of engagement, poor attitude to learning and poor behaviour.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for PP eligible pupils are around 93%, compared to around 95% for non-pp pupils (July 2018), causing them to fall behind with work.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Social skills and peer relationships improved for pp eligible pupils.	Improved engagement in social activities, evidenced through the inclusion in and recording of positive events.
B.	PP pupils aspirations for the future improve and they are better able to consider all of the options available to them beyond secondary school.	More pp school leavers take up places in establishments of further education.
C.	Improved attendance at parents' evenings. Improved engagement of pp pupils in school, resulting in better attainment of pp pupils to be more in-line with non-pp pupils.	Attendance of pp pupils and their parents at parents' evenings increases. Fewer incidences of on-call for pp pupils.
D.	Improved attendance for all pp eligible pupils.	Overall attendance figures for pp eligible pupils improves to be more in-line with whole school attendance figures. Fewer 'persistent absences'.

5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	Date of review
To improve levels of progress for PPE pupils.	All staff are to identify PPE pupils on seating plans to ensure that marking and feedback is directed at PPE pupils first and to make early intervention easier. We will continue the use of MINT software in order to share strategies. Cost = £950	Evidence (such as the EEF toolkit) suggests that feedback and early intervention is effective in improving attainment.	INSET to deliver training. Focus week and PM observations.	KC HODS BH	INSET was given to staff in the summer term, where they were shown how to share strategies via MINT. Review again in January 2018.
To assess new pupils.	On-line CAT tests Cost = £1,500	Provides key predictive information, allowing appropriate targets to be set and interventions to take place.	SC will deliver the programme and oversee the testing.	SC	September 2019.

To improve levels of progress for KS4 PPE pupils.	Pixl Membership and transport. Cost = £4,000	The enrichment of resources for teaching and learning, especially in English and Maths, with the use of fine grading and the accurate identification of pupils requiring intervention.	CPD for staff. Focus week and PM observations.	SC	July 2019.
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	Date of review
The appointment of a member of staff to co-ordinate PP within school and work collaboratively with other schools within the Peak 11 in order to work towards 'bridging the gap' between PPE pupils and the whole school at STM.	PP co-ordinator. Cost = £1,200	A Collaborative approach is seen to be the most effective means of improving Teaching and Learning strategies across the Peak 11.	KC is the PP co-ordinator and will continue to feedback information to BH regularly. The STM PP strategy is in place.	KC BH	June 2019.
Homework and Revision is completed by PPE pupils at key stage 4.	Staffing the homework club, which will be available every evening after school until 4pm. Cost = £3,120	We want to provide an environment for PPE pupils which is conducive to the completion of homework and revision and to provide support in order to improve their attainment at key stage 4.	Staffing of the homework club	TR, SENCO	July 2019.

Pastoral support is given to PPE pupils experiencing emotional/mental/social difficulties.	1-1 mentoring given by pastoral support workers and the Peer mentors. Cost = £8,184	Evidence suggests that the number of students experiencing emotional/mental/social problems has risen sharply and that targeted early intervention matched to specific students can be effective.	Liaison with Pastoral support team and the Peer mentors.	TR JF	July 2019.
Improved levels of literacy for pp pupils to make them more in-line with their peers.	The accelerated reader programme. Cost = £2,184	We want to improve levels of literacy for pp pupils in order to 'bridge the gap' in their progress, starting early in year 7.	Liaison with the head of English and the Librarian – who delivers the accelerated reader programme.	SC CP	July 2019.
To identify individual needs of pp students in order to deliver targeted support.	PP interviews – all pupils on the pp list are to have a brief informal interview with their form tutors in the first term of school. Cost = 0	We want to tailor support to the level of need for each individual pp pupil, in order to make the support offered even more effective.	KC will collate the outcomes of the interviews and produce a document which shows the pupils' particular needs. She will then organise the appropriate support.	KC Form tutors	October 2018.
To encourage the future aspirations of pp students beyond secondary school.	To arrange visits from Aquinas for year 9 students, to plan a trip to a university for year 10 students.	Studies show that pp children are less likely to consider further education beyond what is compulsory and tend to have limited aspirations.	KC will liaise with RY (Careers) to plan the implementation within the careers education framework.	KC RY	July 2019
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attainment of pp pupils in year 7 to be more in-line with non-pp pupils.	The pp co-ordinator will liaise with the feeder primary schools' pp co-ordinators to share information and	Evidence show that attainment gaps from the primary phase grow if not tackled. Better liaison with primary schools for pp pupils, identifying needs and	KH will make contact with the feeder primary schools' pupil premium co-ordinators and ask for relevant information regarding pp pupils to be forwarded prior to September 2018. This information can then be shared with	KC JD TR	September 2018

	interventions before the year 7 begins in September.	successful interventions will aid transition to secondary school.	staff on the September 2018 INSET day via the pupil information led by TR and JD.		
Improve social skills, relationships and self-esteem.	Year 6-7 transition summer school. Cost = £1554	Evidence from feedback shows that transition days help students to build relationships with staff and their peers and to increase confidence and self-esteem.	KC will plan and liaise with staff involved to ensure that the summer school is to take place in the summer of 2017.	KC	September 2018
For all students in year 10 to complete a work experience week in the employment sector outside of school.	Pupils are to be given a placement with an employer during work experience week in year 10. PPE pupils are to be prioritised for placements. Cost = £1,000	Pupils will benefit from experiencing the world of employment. It helps them to plan for the future, decide on a career path, and to develop confidence outside of the school environment.	Liaison with FG and the Head of Careers.	FG RY	July 2019.
Increased attendance rates for PPE pupils to be more in-line with the rest of the school.	First day response and intervention. Letters to and Meetings with parents. Attendance reports to tutors. Good attendance rewards. Cost = 0	Attendance is a key issue – pupils fall behind then find it difficult to catch up, resulting in more persistent absences.	Liaison with TR and the Pastoral team. Attendance is a main agenda item to be discussed at the peak 11 meetings 2018-19.	TR	July 2019. Continue this. To be regularly reviewed at SLT meetings.
Increased attendance rates of pp parents at parents' evenings	Phone call to all pp parents to arrange appointment times at parents' evenings. Cost = 0	Lack of engagement of pp pupils and parents can result in poor attitude for learning, poor behaviour and lower attainment	KC will liaise with the office staff to ensure that the calls are made prior to each parents' evening. PP pupils are to be given first choice of appointments.	KC Office staff	To be regularly reviewed after each parents' evening.
Total estimated budgeted cost					£24,892 TBC

Summary of Pupil Premium spending 2017/8

Total amount allocated £69,280

<u>Chosen action/approach</u>	<u>Cost</u>	<u>Desired outcome</u>	<u>Estimated impact – Did you meet the success criteria?</u>	<u>Lessons learned and whether you will continue with this approach</u>
Mentoring – group meetings and 1 : 1 meetings	£6,051	To improve confidence, improve behaviour, relationships, organisational skills and exam revision.	Mentoring and counselling sessions offer invaluable support for vulnerable pupils, enabling them to continue to attend school and make progress.	We will continue this approach.
PiXL membership/costs	£4,200.00	CPD for staff and enrichment of resources for teaching and learning	The enrichment of resources for teaching and learning, especially in English and Maths, with the use of fine grading and the accurate identification of pupils requiring intervention.	Continue to use Pixl curve to help with grade boundaries in English and Maths, extending this to Science and the Ebacc subjects.
Work Experience provision	£920.00	Accessibility to work experience.	High impact – it gives PPE pupils valuable access to the world of work.	We will continue this approach and will target PPE pupils first when choosing placements.
Dance/PE provision	£1040	To enhance provision of wellbeing and the promotion of healthy living and exercise.	All pupils in y7 and 8 and the girls in year 10 were able to participate in high quality dance lessons, led by a specialist coach, with up-to-date music and techniques. A dance club was set up, helping to build confidence and self-esteem.	We will continue this approach.
Trip subsidies	£2442.00	To allow PP children the experience of school educational visits and all of the benefits that entails.	High impact. Pupils experience education off-site, helping to improve confidence, boost self-esteem, build friendships, improve social skills and to experience the wider world. One example was the Iceland Trip.	We will continue this approach.

Activity Day expenses	£2272.00	Cultural experiences for all school – enrichment.	Drumming/Alton Towers/Holocaust Day activities. Gave access to new experiences and the wider curriculum, helping to improve confidence, boost self-esteem, build friendships, improve social skills.	We will continue this approach.
Manacto Drama production	£50.00	To allow pupils access to live performances	High impact. This gave pupils access to professional performers that model skills and attributes required for success in GCSE drama.	Will continue as required.
Art resources	£486.27	To enable PP children to work with different art mediums.	Resources were purchased to help J.B achieve a B, H.B achieved a B, M.O achieved an A* and Kirstin H an E. These grades would not have been achievable without these resources.	We will continue as required.
Mathswatch	£320.00	Maths resources to enhance provision	Every pupil in year 11 were given a Mathswatch CD for help with revision. This resource is positively rated by pupils.	We will continue as required.
Show My Homework	£2,400.	To enable the setting of homework and to make resources more accessible.	Positive verbal feedback from parents. High usage form parents and pupils.	We will continue this approach.
Summer School	£960.00	Transition and confidence	Criteria met. 100% positive feedback from staff and pupils involved. All pupils said that they had tried something new, would continue to practice new skills and had built relationships with staff and peers.	This is an effective strategy based on evidence collated from staff and pupil feedback. We will continue this in the summer of 2018.
Alternative Pathway Tutor	£15,000	Provision of a tutor to teach a small group of children off timetable to enhance learning.	High impact. It has allowed these pupils to access the curriculum and experience progress. They will return to mainstream for most lessons.	The AP group will be reintegrated into mainstream education at GCSE level. The alternative pathway will cease from July 2018.
Lexia reading scheme	£800.00	Enhance reading provision.	To improve reading skills of named pupils (see JD for list).	Very successful as pupils made progress. This is on-going.

On line CAT tests and reading tests.	£1500.00	To assess new pupils.	Provides key predictive information, allowing appropriate targets to be set and interventions to take place.	The reading tests are to be reviewed as they are dated. We will continue to use CATS tests.
Teacher requests for PP funding throughout the year.	£500 approx	See attached spread sheet	See attached spread sheet	See attached spread sheet.
The remainder of the funding has been used to finance the provision of Social Activities Clubs, Skills For Life, relevant staffing, uniform, equipment and resources.				

6. Additional details

The rest of the funds will be spent throughout the year on additional resources and activities, including the ones that we will continue to fund (see above), as well as new initiatives, as they arise. This can be accessed by submitting a PP funding request form to K. Collinge and S. Waldron detailing what the money will be used for and what the expected impact will be on the students involved.