

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Becket Catholic School
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	28.92% (254 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul McCahill (Headteacher)
Pupil premium lead	Katie Page (Assistant Headteacher/PP Lead)
Governor / Trustee lead	Dierdre Muckhtar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,610
Recovery premium funding allocation this academic year	£62,376
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284, 986

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that **all** pupils, irrespective of their background or the challenges they face, make excellent progress through access to a broad and balanced curriculum, and access to a rich and varied wider curriculum.

EEF research concludes that common barriers to learning for disadvantaged pupils include: weak language and communication skills; less support at home compared to their non-disadvantaged peers; lower self-confidence and more frequent difficulties with behaviour, attendance and punctuality.

We will ensure all of our teachers can identify the disadvantaged pupils they teach through the provision and analysis of important data because we want them to achieve as well as their peers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, are 'looked after' or are young carers. The strategies outlined below are also designed to meet their needs, disadvantaged or not.

The key principles of our strategy plan have been underpinned by a comprehensive mapping exercise which has identified the challenges specific to our context but has also enabled closer consultation with disadvantaged students and their families so that support can be tailored more effectively. This means our approach is responsive to common challenges and individual needs, not assumptions about the impact of disadvantage.

At the heart of our strategy is **quality first teaching**, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap but will also have the added benefit of supporting our non-disadvantaged pupils at the same time.

Our **wider strategies** and **targeted academic support** is also integral to these plans and will focus on early intervention of needs relating to attendance, mental health and wellbeing, including targeted support from the National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge
1 Achievement	Disadvantaged pupils (particularly MAT/LAT) make less progress than their non-disadvantaged peers.
2 Achievement	Disadvantaged pupils (particularly MAT/LAT) attain less well than their non-disadvantaged peers.
3 Achievement	Disadvantaged pupils (particularly MAT/LAT) don't achieve the basic qualifications in English and Maths in comparison to their non-disadvantaged peers.
4 Achievement	Disadvantaged pupils are less likely to study the EBacc
5 Achievement	All pupils have suffered disruption to the curriculum and a lack of consistency in engagement with remote provision from AY19/20 and AT 20/21. Recovery is needed for some pupils in some curriculum areas.
6 Attendance	Disadvantaged pupils attend less well than their non-disadvantaged peers.
7 Literacy	<p>Approx. $\frac{3}{4}$ of our disadvantaged pupils have reading ages lower than their chronological age.</p> <p>Current yr8 – 39% below/significantly below average Current yr9 – 46% below/significantly below average</p> <p>*Awaiting other data</p>
8 Behaviour	Disadvantaged pupils are more likely to be suspended/excluded than their non-disadvantaged peers.
9 Wider curriculum	Disadvantaged pupils are less likely to participate in activities that develop cultural capital. ('An Unequal Playing Field', DfE, 2019)

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
1	<p>A reduction in the in-school progress gap between disadvantaged and non-disadvantaged students whilst progress improves for all.</p> <p>Increased progress for disadvantaged pupils with middle and lower prior attainment</p>	<p>Progress 8 is brought above floor standards and is closer to the national average for non-disadvantaged pupils.</p> <p>Progress 8 for all students is closer to 0.</p> <p>Disadvantaged middle and lower prior attaining students will achieve closer to 0 as a Progress 8 score.</p>
2, 3	<p>Increased attainment of disadvantaged pupils, including a reduction in the gap between disadvantaged and non-disadvantaged pupils achieving 4+, 5+ and 7+ in both English and Maths.</p>	<p>In school targets for all students for AY22/23 to be in line with national average.</p> <p>By 2025 disadvantaged students should achieve these basic targets.</p>
4	<p>Increase the proportion of disadvantaged students entered for the EBacc.</p>	<p>The in-school gap between disadvantaged and non-disadvantaged pupils being entered for the EBacc closes. EBacc entries for all students remains higher than national average.</p>
5	<p>All students are able to access the curriculum.</p>	<p>Regular reviews of curriculum form part of the ongoing QA processes within the school to ensure content is revisited. Targeted tuition closes specific gaps for groups of students.</p>
6	<p>A reduction in the in-school gap for attendance between disadvantaged and non-disadvantaged students.</p> <p>A reduction in PA amongst disadvantaged students in line with national average.</p>	<p>2020-21 Nat. Av. Attendance - 95.4%</p> <p>The PA figure for disadvantaged pupil absence will move closer to the national average figure (12.1% for 2020-21)</p>

7	Effective intervention and whole school literacy have reduced the number of pupils whose reading age is below their chronological age by the start of KS4.	<p>Standardised reading tests show that the proportion of students with reading ages below their chronological age at the start of KS4 has reduced.</p> <p>Targeted phonics intervention ensures the number of students whose reading age is below that of their chronological age in KS3 reduces.</p>
8	A reduction in the in-school gap between suspensions and exclusions for disadvantaged students in comparison to non-disadvantaged.	An overall reduction in whole-school suspensions and exclusions leads to a reduced gap between disadvantaged and non-disadvantaged students.
9	Disadvantaged pupils regularly participate in activities that develop their cultural capital.	<p>All disadvantaged students who wish to participate in activities/trips/clubs are enabled to do so.</p> <p>Equal proportions of disadvantaged and non-disadvantaged students as participants.</p>

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: £8,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop high quality teaching, assessment and a curriculum which responds to the needs of all pupils, including disadvantaged.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1, 2, 3, 4, 5
Continued development of quality first teaching through the CPD programme.	A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	
Use of evidenced based CPD programme to develop teacher mastery in 'Every Lesson, Every Day' – with specific reference to how it can support the effective teaching of disadvantaged students, and middle/low prior attainers. This will be delivered through weekly T&L briefings; fortnightly T&L bulletins and half-termly whole-school sessions. It may also be delivered via accredited external providers and/or visiting speakers [up to £3500]	High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.	
Use of technology in the classroom to assist the development of teacher mastery in 'Every Lesson, Every Day' (specifically the quality of modelling and	According to the EEF's Guidance Report on 'Using Technology to Improve Learning', "explanations and modelling are the foundations of effective teaching. High-quality explanations and models enable	

explanations for all students) via visualisers for each classroom [funding for up to 45].	teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear.”	
Implementation of GL Assessment suite to effectively identify attainment and reading ages to support high quality teaching and learning delivery.	The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	

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

Budgeted cost: £128, 035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring for disadvantaged pupils that are underachieving. Catch up tutoring through The NTP will be used to support individuals catching up, with a focus on core subjects.	EEF research into small group tuition concludes that it can have an average of 4 months’ additional progress over the course of a year. It is particularly beneficial for lower prior attaining students.	1, 2, 3, 4, 5
Implementation of Read, Write Inc. programme at KS3 to support the development of reading and the reduction of gaps between reading and chronological ages. Fixed term Literacy Lead to lead on the prioritisation of	According to EEF research, “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” The EEF cites reading comprehension strategies as “high	1, 2, 3, 5, 7

reading and comprehension abilities to work alongside the implementation of phonics.	impact (+6 months)...alongside phonics."	
Deployment of a member of staff dedicated to supporting small groups of disadvantaged students with targeted interventions stemming from low prior attainment and relating to: EAL SLCN	EEF research into small group tuition concludes that it can have an average of 4 months' additional progress over the course of a year. It is particularly beneficial for lower prior attaining students.	1, 2, 3, 5, 7
Incentivised rewards during years 9-11 targeting disadvantaged students achieving below minimum expected grades.	Reward is an agreed strategy by EEF and schools that incentivises performance.	1, 2, 3, 4, 5

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

Budgeted cost: £148, 776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the school culture through increasing the capacity of the pastoral teams. A Pastoral Support Officer will be assigned to each year group to work alongside the existing Heads of Year to oversee pastoral care. These teams will coordinate year teams, tutors, tutor time activities (including literacy and	According to EEF research into behaviour interventions, "The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours."	6, 8

<p>numeracy), PSHE lessons and resources to drive the school culture. A proportion of their time to be allocated to working specifically with disadvantaged students.</p> <p>Employment of a school counsellor to support the work of the pastoral team and increase capacity in the support of the social, emotional and behavioural needs of all students, including those who are disadvantaged. A proportion of their time to be allocated to working specifically with disadvantaged students.</p>	<p>CBT intervention up to psychodynamic counselling all have clear impact in supporting student emotional skill level and reduce depression and signs of anxiety (EEF)</p>	
<p>Reduce the number of disadvantaged students who are persistently absent students through a revised attendance policy and staged interventions approach. Increased home visits for these pupils and subsidised/fully funded transport options to assist with getting students into school (including for external exams).</p> <p>Developing the current behaviour and rewards system to target the attendance of disadvantaged students.</p>	<p>DfE headline figures 2018/19:</p> <ul style="list-style-type: none"> i. Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths. ii. Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent. <p>Reward is an agreed strategy by EEF and schools that incentivises performance.</p>	<p>1, 2, 3, 4, 6, 8</p>

Provision of a free breakfast for all disadvantaged students, to work alongside attendance/attainment strategies to improve attendance/attainment.	Adolphus et al. (2013): Rarely eating breakfast on school days (i.e. on 0-1 school-days per week) reduced capped (best 8) GCSE point score by 10.2 points and mean point per qualification by 1.2 points. The magnitude of the effects suggests meaningful differences in GCSE grades (Department for Education point score scale increases by 6 points for each grade increase).	
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips that require additional costs to be subsidised to increase participation and engagement of disadvantaged students. This would be inclusive of our Electives Programme and ensure all disadvantaged pupils benefit from equal access.</p> <p>Supporting families of disadvantaged pupils by ringfencing £150 per student to cover costs of uniform/equipment/revision materials and other required resources. Communicate this to parents regularly via our available platforms.</p>	<p>According to EEF research, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	8, 9
Implementation of Early Help Assessments (EHAs) and Pastoral Support Plans (PSPs) for disadvantaged students (where applicable) to identify areas of need and establish actions to increase support, maximise attendance and improve learning outcomes.	Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021).	1, 2, 3, 4, 5, 6, 8

<p>Funding for staff to be able to extend the school day offer at key times of the year to open for 'Saturday School' and holiday revision and intervention sessions for disadvantaged students.</p> <p>Funding for the staffing and materials (laptops/revision guides) of a dedicated 'Homework Club' provision as a space for disadvantaged students who do not have access to a quiet place to work or technology at home.</p>	<p>EEF findings into small group interventions are: <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i></p> <p>EEF key findings into homework:</p> <ol style="list-style-type: none"> 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). 	1, 2, 3, 4, 5
<p>Use of GL Assessment's PASS survey (Pupil Attitude to Self and School) to identify further barriers and help to build a bigger and more accurate picture of disadvantaged students' attitude to learning.</p>	<p>GL Assessments Case Study:</p> <p>"By using the information from the PASS reports to build a bigger picture of our students, we could then put interventions in place to help reconnect them with the learning that they have missed."</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<p>Mentoring work - SLT mentoring of yr11 disadvantaged students and mentoring related to behavioural incidents leading to specific interventions to reduce incident frequency led by specialist support staff (PSOs)</p>	<p>Identification of incidents and succession of incidents through HoY/PSOs. Targeting interventions and tier of intervention to ensure barriers between school and student are removed and engagement in their educational process is high</p>	1, 2, 3, 4, 5, 6, 7, 8, 9

Total budgeted cost: £226, 610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022 Key Outcomes for Non-PP vs. PP		
Measure	Non-PP	PP
Av. Attainment 8	45.25	30.21
P8	0.30	-0.58
Basics 9-7	10.1%	0%
Basics 9-5	38.4%	11.1%
Basics 9-4	55.6%	27.8%
EBacc entries	62.6%	19.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GL Assessments	GL Assessments

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.