

Pupil premium strategy statement – Saint Thomas More Catholic Primary

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	341
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Collins
Pupil premium lead	Clare Staines
Governor / Trustee lead	Ian Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,249.16
Recovery premium funding allocation this academic year	£ 9,570.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 37,500.00
Total budget for this academic year <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>	£139,319.16

Part A: Pupil premium strategy plan

Statement of intent

At Saint Thomas More Catholic Primary we have high aspirations and ambitions for all our children and we believe that no child should be allowed to underachieve. We strongly believe that it is not an individual's circumstances but their passion and thirst for knowledge, and their dedication and commitment to learning that makes the difference. It is our job to ensure we can instil these qualities in all especially, those currently under served. We are determined to ensure that our children are given every chance to achieve well, whatever their starting point. We are committed to ensuring our pupil premium funds are used effectively to make a difference to our 'disadvantaged/less-served' pupils. At Saint Thomas More we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged underserved peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Common barriers to learning for disadvantaged children at Saint Thomas More can include less support and engagement from home, lack of confidence and resilience, special educational needs including poor communication skills and acquisition of English, attendance and punctuality issues.

In overcoming these, the Education Endowment Fund (EEF) toolkit will be referred to in order to use research based approaches and interventions in order to make maximum, cost effective impact.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

Our ultimate objectives are to;

- Narrow the attainment gap between disadvantaged children and non-disadvantaged children taking consideration of those with SEND.
- Increase the % of pp children attaining age related expectations in reading, writing and maths and where possible increase those attaining greater depth.
- Support the health and well being of our pp children and their families resulting in increased engagement in school and all it has to offer.
- Improve attendance and punctuality of our disadvantaged pupils compared to non-disadvantaged.

We aim to do this through

- Providing quality first teaching for all where all staff have high expectations particularly of our pp children.
- Providing effective feedback (both verbal and written) to children to move their learning on.
- Providing targeted teaching/ interventions based on regular diagnostic assessment by acting early at the point need is identified where possible.
- Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well being support.
- Monitoring attendance closely and being responsive according to policy and solution focussed when attendance/ punctuality falls below expected 96%.

Challenges

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

Challenge number	Detail of challenge
1	Significant difference between pp attainment and non-pp in all areas. This gap of academic attainment has widened during COVID. Support from home for pp children on relation to non-pp children is far less in terms of reading, completing homework, accessing online learning and attending parent/ teacher meetings.

2	Children not being able to access teaching and learning due to increased emotional/ well being issues.
3	SEND- 25% of PP are also on SEND register requiring additional support inc speech and language issues. (52% of the SEND register are pp children). Many of our PP children have speaking and language issues. Both percentages have increased from last year.
4	Attendance 71% of children currently on attendance less than 90% are PP children. 28% of children with attendance less than 96% are pp children. 56% of children regularly late are pp children. This is an increase on last year
5	Children do not have opportunities for after school curricular activities including visits to places of interest/residential experiences.

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
Children's progress in academic subjects accelerates. Standard of quality first teaching raised across school. Children reading regularly (at least 3 times a week) and are completing homework.	Evidence on data tracker which is monitored at pupil progress meeting (PPM) and where not evidenced notes recorded. Improved quality of learning walks and lesson observations Percentage of pp children achieving ARE increases in 2023.
Implementation of a new teaching and learning model based on Rosenshein's Principals.	Teachers empowered by CPD incorporating the principles into their planning, delivery and evaluation of teaching.
Make a Difference implementation where 2 pp children in each class will be identified for focussed targeted involvement and collaboration between home, child and school.	The 'Make a Difference'; children will be monitored carefully ensuring that gaps in the 1 or 2 areas identified are narrowed. These children will be discussed at PPM. Spring 1- meet with child/ book and assessment data to discuss targets and progress made. Letter then sent home to hold home to account on what was agreed at meeting with teacher.
All PP children receive effective feedback from staff, either written or verbal to encourage growth mindset and move learning forwards. Suggest pp books are marked first.	Share agenda with staff and then monitor through book trawls, learning walks/ lesson observations, pupil voice.
PP children are attending school punctually and accessing learning.	Improved attendance percentages especially persistent absentees and improved punctuality.
PP children with additional SEND issues are provided for in a bespoke way combined with SEND budget to enhance children's access to	Children are accessing teaching and learning in class and making progress. Learning intention and work is appropriate for these children.

the curriculum. Independent skills encouraged	
Children access extra curricular activities, residential, educational visits and have enrichment experiences. Parents given choice over £100 of funding to support during time of current cost of living crisis.	Record of requests for financial help and system in place for recording financial support for individual pp children. Spreadsheet maintained to show how school has supported individual children.

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: £ 35,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment to Quality of Education Lead, for them to provide CPD, carry out lesson observations and then appropriate CPD to embed Rosenshein's 11 principles.	High- quality teaching. EEF shares the best evidence indicates that great teaching is the most important lever schools have to improve the outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3
Continue close links with Origin Maths Hub- NCETM CPD and support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3
EYFS and KS1 staff to be trained and supported in delivering Mastery Number Sense to all children Rec and KS1.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3

Provide CPD/ support in delivery of Mastery Power Maths approach to teaching Maths Year 1-Year 6.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,3
Provide CPD on RWI for all staff in KS1 and EYFS	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Use of PiXL assessment package which advocates testing/ analysing/ teaching to gaps and revisiting..</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Question Level analysis of papers to identify gaps for individuals/ groups or whole classes so teacher can pinpoint targeted teaching.</p> <p>CPD on use of assessment and tracker.</p> <p>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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3
SEND Co non-class based 2 days a week to support interventions, equipment or services needed for individual pp children with SEND	<p>Enable more time to be spent making sure relevant outside agencies and where appropriate EHCPs are put in place for pp children. 52% (38% 21-22) of SEND children are eligible for pp. Last year. 25% (23% 21-22) of our pp children are SEND.</p>	1,2,3,
DHT to lead on pp, monitor whole school approach and	<p>Leadership with a specific focus and related targets is a successful strategy for school improvement and desired outcomes for children.</p>	1,2,3,4,5

provision for pp children within budget constraints.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 84,319.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reciprocal Reading Intervention Year 5 and Year 6	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension	1,3
Employ school based S&L therapist to provide more rapid assessment of children, plan, and deliver support to child and parents and training opportunities for staff. Half a day a week. Promote word aware approach.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3
Homework club support for children not completing hwk at home.	ationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition + 4mths Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,3

been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will take place before or after school.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Staff to deliver bespoke curriculum for SEND children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition +4mths	1,3

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

Budgeted cost: £ 19,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in Counsellor to provide 1-1 counselling with individual children.	EEF toolkit recommends this as adding +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer employed as part of admin roles to monitor attendance, punctuality and work with	Currently 71% (last year it was 63%) of those whose attendance is below 90% are pp children. If children are not in school they cannot learn and make progress and it will effect their emotional well being. The attendance officer monitors this and contacts families directly each day to encourage an improved attendance.	4

families to ensure that their child is in school to access teaching.		
Learning Mentor/ Learning Assistant support of dysregulated children or those struggling emotionally and unable to access curriculum.	EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. Behaviour interventions can impact progress by +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2,4,5
Financially support extra curricular activities, visits, residential, enriching activities including before and after school care club.	EEF state that Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.	5
Dinners/ Uniform and equipment provided for children.	There is extremely limited evidence on the impact of school uniform on the attainment outcomes. However seeming to fit with the majority of others in the school helps self esteem and encourages parents to attempt to claim for free school meals. Bought alarm clock for a child who is now getting to school on time and attendance has improved.	2,5
CPDS on emotion coaching delivered to all lunch time supervisors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Collaborative learning structures shared through CPD based on	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1,2,3

Kagan structures.		
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Total budgeted cost: £ 35,500 + 84,319.16 + 19,500= 139,319.16

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Standardised assessment tests were used in Year 2 and Year 6. In Year 1-5 excluding Year 2 PiXL assessment papers were used 3 times a year in all year groups except Year 1 where there were 2 formal assessment periods.

Year 6 SATs Data 2022, Cohort size 58, PP 16 (28%), 3 of the PP chd are SEND

Subject	% of cohort at ARE +	% of PP chd at ARE +	% of cohort at GDS	% of PP chd at GDS
Reading	79%	9/16 56%	31%	2/16 13%
Writing	67%	8/16 50%	7%	0%
Maths	79%	9/16 56%	28%	1/16 6%

Year 2 End of KS1 Data 2022, Cohort size 30, PP 5 (17%), 1 of PP chd are SEND

Subject	% of cohort at ARE +	% of PP chd at ARE +	% of cohort at GDS	% of PP chd at GDS
Reading	77%	1/6 17%	13%	0%
Writing	73%	3/6 50%	13%	0%
Maths	79%	2/6 33%	10%	0%

2 PP chd scored a scaled score of 99 at KS1 SATs in reading and are now targeted.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Monitoring of safeguarding incidents has shown a near doubling of serious safeguarding concerns involving children. 63% of children with safeguarding support from agencies beyond school receive 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
Third Space	Third Space

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***

In consultation with the family the money was spent on books for classroom library.

The impact of that spending on service pupil premium eligible pupils

Wider variety of genres for child to access within the classroom.