

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	285
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
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	£ 74,280
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£ 0
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>	£74,280

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 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, early speech and language skills, 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.
- Providing speech and language screening for all children in reception to early identify children struggling early on, provide intervention and minimise support future cost.
- 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
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1	There is a substantial difference between pp attainment and non-pp in all core areas. This gap of academic attainment has widened during COVID. Despite the gap diminishing in some year groups this is still a concern. Support from home for pp children in 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- 35% of PP are also on SEND register requiring additional support inc speech and language issues. This is a 5% increase from last year. (24% of the SEND register are pp children- drop from last year). The highest level of need is cognition and learning. However 50% of EHCP children are PP.
4	Attendance Sept 2023-July 2024. 28.6% of PP children are persistent absentees. 66.7% of PP children are late.
5	Children do not have opportunities for after school curricular activities including visits to places of interest/residential experiences.
6.	Welfare and well being of our most vulnerable families has increased significantly. This is being reflected in behaviour of our most vulnerable. There continues to be a steady increase of incidents involving PP families and children requiring CIN and MASH referrals. Significant amount of mental health needs of parents and an increasing amount of pupils who indicate mental health concerns who receive PP funding. 100% of children with safeguarding support from agencies belonging to Children's Service (CIN and CP) receive PP.

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 Arbor which is monitored at pupil progress meeting (PPM). Improved quality of learning walks and lesson observations Percentage of pp children achieving ARE and making progress increases in 2025.
Quality first teaching incorporates the teaching and learning model based on Rosenshein's Principals.	Teachers empowered by CPD incorporating the principles into their planning, delivery and evaluation of teaching.
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 the curriculum. Independent skills encouraged	Children are accessing teaching and learning in class and making progress. Learning intention and work is appropriate for these children.
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. Residential are considered over and above £100.	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.
Incidents on CPOMS for our most vulnerable children decrease in terms of incidents concerning behaviour.	Shown in half termly CPOMS monitoring.

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: **£15,313**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of 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	Being part of Maths Hub has been recommended by OFSTED as impact is good to keep up to date with relevant research. +5mths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3
EYFS and KS1 staff to continue to implement / deliver Mastering Number programme through whole class teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning +5mths	1,3
Year 4 and Year 5 receive training and implement Mastering Number Programme for Year 4 and 5.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning +5mths	1,3
Provide CPD/ support in delivery of Mastery Power Maths approach to teaching Maths Year 1-Year 6.	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 +5mths	1,3
Following retraining from last year to provide RWI to children in smaller groups to address need in KS1 and EYFS and Year 3&4 children	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3

who did not pass phonics screening.		
Use of PiXL assessment package which advocates testing/ analysing/ teaching to gaps and revisiting..	<p>Question Level analysis of papers to identify gaps for individuals/ groups or whole classes so teacher can pinpoint targeted teaching.</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: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3
SEND Co-ordinator is allocated 2 days a week out of class to support SEND children. 29% are pp.	<p>Enable more time to be spent making sure relevant outside agencies and where appropriate EHCPs are put in place for pp children 24% of current SEND children are also eligible for pp.</p> <p>2023-24 29% 2022-23 was 52% 2021-22 was 25%</p>	1,2,3,
DHT to lead on pp, monitor whole school approach and provision for pp children within budget constraints.	<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

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

Budgeted cost: **£48,781.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 from Nov. Promote word aware approach.	<p>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: +6mths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,3
Homework club support for children not completing hwk at home.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>+5 mths</p>	1,2,3
Staff to deliver bespoke curriculum for SEND children.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition +4mths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>+5mths</p>	1,2,3,4

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

Budgeted cost: **£10,186.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy in Counsellor to provide 1-1 counselling with individual children.	<p>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 Social and Emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>+4mths</p>	2,1
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer (as part of admin role to monitor attendance, punctuality) and learning mentor employed to work with families to ensure that their child is in school to access teaching.</p>	<p>Currently on last academic year 44% of children whose attendance is below 90% are pp which was a significant improvement on 71% for previous year. So strategy is working well and needs to be continued.</p> <p>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.</p>	4
Learning Mentor/ Learning Assistant support of dysregulated children or those struggling emotionally and unable to access curriculum.	<p>EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. Behaviour interventions can impact progress by +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2,4,5
Financially support extra curricular	EEF state that Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be	5, 2

activities, visits, residentials, enriching activities including before and after school care club.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
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 whose attendance and punctuality improved.	2,5
CPD on behaviour management delivered to all lunch time supervisors (LTS)	“When the Adults Change, Everything changes” by Paul Dix informed redrafted Behaviour Policy and subsequent CPD to teaching and support staff including LTS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 1
Collaborative learning structures shared through CPD based on Kagan structures.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1,2,3

Total budgeted cost: £ 15,313 + £48,781.00 + £10,186.00= £74,280

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 2023/24 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 3-5 PiXL assessment papers were used 3 times a year in all year groups.
Year 1 PiXL formal assessments were used twice in the year.

Year 6 SATs Data 2024,

Subject	% of cohort at ARE +	% of PP chd at ARE +	% of cohort at GDS	% of PP chd at GDS
Reading	87.5%	88.9% +24.2%		
Writing	76.4%	66.7% +7.2%	10.9%	0%
Maths	89.3%	77.8% +7.2%		

Significant improvement in narrowing the gap for this cohort. Effective use of booster groups, quality first teaching and use of support staff to target children.

Year 2 End of KS1 Data 2024, Cohort size

Subject	% of cohort at ARE +	% of PP chd at ARE +	% of cohort at GDS	% of PP chd at GDS
Reading	81.3%	50% +11.5%	9.4%	0%
Writing	43.8%	25% +9.6%	0%	0%
Maths	78.1%	50% +11.5%	15.6%	25% +25%

Effective RTP to improve Reading and maths scores in Y2.

Making a difference pupils made pleasing improvement where the majority made better than expected progress. Careful analysis of results and choice of children for this intervention is crucial. Maximum of 2 years is being set for any child to be on this intervention to allow others to benefit.

Attendance

Sept 2023-July 2024

PP children's attendance was 92.46%

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
Capital tutoring	Capital

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 guitar lessons thus enabling child to practice face to face online with parent and resources for the classroom library.

The impact of that spending on service pupil premium eligible pupils

Well being a child to have quality time with parent on shared experience and wider variety of genres for child to access within the class.