

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Thomas More Catholic Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	22.11.21
Date on which it will be reviewed	October 2022
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	£77,630
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,412
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	£104,047

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about pupil premium spend at Saint Thomas More it is important to understand the context of the school, barriers and challenges faced.

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 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.

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.
- Supporting our vulnerable families, ensuring they receive appropriate emotional, social and well being support.

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

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 widen 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	Attendance 63% of children currently on attendance less than 90% are pp children.
4	SEND- 23% of pp are also on SEND register requiring additional support inc speech and language issues. (38% of the SEND register are pp children). Many of our pp children have speaking and language issues.
5	Children do not have opportunities for after school curricular activities including visits to places of interest/residential experiences/experiencing life theatre.

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.	Progress seen throughout year in test scores and teacher assessments. Gaps in learning identified and therapies selected to overcome these. Learning walks, lesson observations improve as result of CPD, feedback and peer support. Teacher mark books indicate improved completion of homework and reading each week.
All pp children receive effective feedback from staff, either written or verbal to encourage growth mindset and move learning forwards.	Share agenda with staff and then monitor through book trawls, learning walks/ lesson observations, pupil voice.
Children being provided extra well being support through learning mentor, Early Help, learning assistants or external counsellor. CPD from Educational Psychologist on emotion coaching. School is welcoming and actively encourages engagement of parents.	Less CPOMs incidents involving children. Class teachers noting children are more ready to access learning in class- evident in conversation/ minutes of pupil progress meetings. Improved number of parents/ carers attending parents evenings.
Children are attending school and accessing learning.	Improved attendance percentages especially persistent absentees and improved punctuality.

<p>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</p>	<p>Children are accessing teaching and learning in class and making progress. Learning intention and work is appropriate for these children.</p>
<p>Children access extra curricular activities, residential, educational visits and have enrichment experiences.</p>	<p>All pp children to experience an extra curricular experience during the academic year.</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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on quality first teaching; quality of learning intentions with appropriate matched work, differentiation, pace.	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.	1,2
Basic standards introduced across school including feedback, marking etc	Consistent approach to teaching and learning and feedback so high quality teaching and expectations are consistent across all classes.EEF toolkit suggests that feedback has high impact (+8 mths) for low cost. It focuses both the teacher and learner on actions required to achieve goals.	1,2
SEND Co class based 2 days a week and support interventions, equipment or services needed for individual pp children with SEND.	Enable more time to be spent making sure relevant outside agencies and where appropriate EHCPs are put in place for pp children.38% of SEND children are eligible for pp. 23% of our pp children are SEND.	1,2,4
CPD- Claire Lunham Educational Psychologist on differentiation.	Differentiation in the classroom is an important skill for teachers to give pupils the best chance at learning, regardless of their abilities, strengths and weaknesses. Student engagement is key to fostering motivation and confidence in the classroom.	1,2
Senior Mental Health Lead appointed and trained. (Cost none-Government grant received of £1,200).	If children are suffering from poor mental health then they will not be receptive to learn. If staff are suffering from poor mental health then they will be less effective at their jobs.	1,2,3,4,5
DHT to lead on pp, monitor whole school approach and provision for pp children within budget constraints.	Leadership with a specific focus and related targets is a successful strategy for school improvement and desired outcomes for children.	1,2,3,4,5

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

Budgeted cost: £ 72,200

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. One day a week. £ 10,000	The EEF recommends that oral interventions show a clear link to the importance of spoken language and verbal interaction in the class and can lead to + 5 months progress impact.	1,2,4
3 rd Space 1-1 tutoring in maths for 30 children in Y5 and Y6. Booster classes for targeted children in all year groups targeting narrowing the gap that has been created by COVID.	Targeted intervention addressing gaps in knowledge of children. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Impact +4mths	1,2,4
DHT teaching maths in Year 6 reducing size of groups, those enabling accelerated learning across all abilities.	Historically this has worked to target and accelerate learning for particular groups of children. It allows for targeted curriculum coverage using diagnostic assessments	1,2,4
Teachers make use of PiXL assessment data to identify gaps and select therapies to plug these gaps either as whole class teaching or small group interventions or 1-1 interventions.	Gaps analysis enables teachers to refocus and redirect the support and feedback they give to children. EEF feedback studies show impact across all age groups with a particular impact on English and Maths.	1,2,4
Support staff and learning mentor used effectively to address overcoming challenges faced eg providing well being support 1-1/ small group, regular reading. All support staff are timetabled and phase leaders monitor this to	EEF recommends that interventions that support behaviour seek to improve attainment by reducing challenging behaviours. This may vary from addressing low level disruption to aggression and violence. The impact is +3months.	1,2,3,4

enable maximum impact and use of their time on children's learning during contact time with children.	Teaching assistant interventions which are specific and focussed can have up to +4 months impact. Reading comprehension strategies can have +6mths impact.	
Homework club provided at lunch time/ afterschool for pp children to attend.	Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance. Homework can have +5months impact.	1,2,4

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

Budgeted cost: £ 11,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer employed as part of admin roles to monitor attendance, punctuality and work with families to ensure that their child is in school to access teaching.	Currently 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.	1,2,3,4
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.	1,2,3,4

<p>Trained Counsellor employed £1,900</p>	<p>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.</p>	<p>1,2,3,4</p>
<p>Senior Mental Health Lead appointed and trained to promote whole school approach and work alongside a team</p>	<p>If children are suffering from poor mental health then they will not be receptive to learn. If staff are suffering from poor mental health then they will be less effective at their jobs. SMHL will focus on 4 areas.</p>	<p>1,2,3,4,5</p>
<p>Financially support extra curricular activities, visits, residential, enriching activities (theatre Y6) including before and after school care club.</p>	<p>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 adventure learning interventions 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.</p>	<p>2,3,4,5</p>
<p>Dinners/ Uniform and equipment provided for children.</p>	<p>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.</p>	<p>2</p>
<p>Forest school- outdoor learning</p>	<p>The Eff think enriching education has intrinsic benefits. They think that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Many go beyond this point and argue that enrichment approaches can directly improve pupil's attainment.</p>	<p>1,2,3,4,5,</p>

Total budgeted cost: £ 19,000+ 72,200+ 11,709= £102,909

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 2020 to 2021 academic year.

Our internal data across the school shows that the gap between pp children's achievement and non-pp children has widened significantly in many areas of the curriculum.

Our assessment for this is mainly due to the impact of COVID-19. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils. They were unable to benefit from the intentions set out in last year's spend. Our pp children were less likely to engage despite follow-up phone calls daily if they were not online. Families where they had several children in EYFS and KS1 found it harder to engage. In some cases families were invited to take up a 'vulnerable key worker' place. Some of these were accepted.

In current Y6 Autumn baseline shows that the percentage of pp children achieving EXP is Reading 12%, Writing 0%, Maths 12% and in GPS 18% compared to cohort percentages of Reading 47% Writing 0% Maths 29% GPS 49%.

In current Y2, Autumn baseline there are no pp children at ARE. At the end of Year 1 this cohort had Reading 20%, Writing 20% Maths 40%.

In current Y3 Autumn baseline no of pp children at ARE are 9% for reading and maths and 18% for writing. At the end of Year 2 this cohort had 11% of pp children at ARE for Reading, 56% for maths and 33% for writing, this includes PiXL E2 children.

In terms of attendance for the start of this year 52% of our pp children have an attendance below 97%, 25% of pp children have an attendance of less than 90%. This does include COVID related isolations.

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
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning Assistant support enabling child to transition smoothly in working in a year group above.
What was the impact of that spending on service pupil premium eligible pupils?	Child's attainment is at and above age-related expectations. They are happy and settled in the mixed year group they are in for this academic year.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). This SMHL will work with other SMHL across the MAC and focus on 4 areas in school to promote good mental health in children, staff and families. The training we have selected will focus on completing an audit on the 8 areas identified by Public Health England. It will help us to identify pupils in need, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We have appointed a Quality of Education Lead- from effect Jan 2022 to lead on the teaching and learning across school.
- Collaborated with The Parish SVP group in giving our most needy families Christmas hampers and presents for Christmas and or £15 vouchers.