

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

The Pupil Premium is additional funding given to schools. This funding is based on the number of pupils eligible for FSM (Ever 6), Children in Care or with Residency order or Special Guardianships, it also includes a small amount for children in service families. The purpose is to ensure all eligible pupils, regardless of ability, achieve inline with their non pupil premium peers. thus closing the attainment gap.

1. Summary information					
Academic Year	2019/2020	Total PP budget	£132,000	Date of most recent PP Review	Gov review July 2019
Total number of pupils	411	Number of pupils eligible for PP	103 (25%)	Date for next internal review of this strategy	February 2020

2. Current attainment (2017 - 2018 KS2 Results)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in reading, writing & maths	35%	44%
% achieving ARE in GPS	65%	77%
% achieving ARE in reading	71%	53%
% achieving ARE in writing	35%	63%
% achieving ARE in maths	65%	70%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attainment on entry into Reception.
B.	Achievement in writing.
C.	Achievement in maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP Attendance 95.27% compared to non PP 95.65%.

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

E.	High numbers of vulnerable families in crisis.
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4. Outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
<p>A. Raise attainment in EYFS and Key Stage 1 through targeted standards teacher intervention. Raise oracy levels by providing structured play opportunities at break times and lunchtimes.</p>	<p>70% of PP children with no identified SEND achieve GLD at the end of EYFS. Ensuring 100% of PP children achieving ARE in Year 1 achieve ARE in Year 2. Ensuring 100% of children achieving GLD in reception achieve ARE in Year 1. All PP children with no identified SEND pass the phonics screen. All PP children with no identified SEND pass the Year 2 phonics screen.</p>
<p>B. Narrow the attainment gap in writing across all year groups through quality first teaching and explicit modelling of writing across the curriculum. Use whole school approach (Word Aware) to improve pupil vocabulary. Pupils ability to spell will improve. Use Rosenshine's Principles of Instruction to ensure quality first teaching.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6. Progress reported in ASP will be 0 or better.</p>
<p>C. Narrow the attainment gap in maths across all year groups through explicit teaching of reasoning. Use whole school approach to improve pupil vocabulary. Use Rosenshine's Principles of Instruction to ensure quality first teaching.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6. Progress reported in ASP will be 0 or better.</p>
<p>D. Positively promote high levels of attendance and reward accordingly.</p>	<p>PP attendance to be at least 96% (an increase of 0.8%).</p>
<p>E. Family and pupil support at a personalised level to secure good outcomes.</p>	<p>Reviewed individually and confidentially.</p>
<p>F. To meet the needs of families in challenging circumstances.</p>	<p>Reviewed individually and confidentially.</p>

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

5. Planned expenditure

Academic year 2019/20

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	When will you review implementation?
B. Narrow attainment gap in writing.	Whole School teacher professional development on Read, Write Inc Spelling. Daily spelling lessons.	Pupils writing was being held back by vocabulary choices.	3 Development Days with Read, Write Inc Consultant to identify further points to improve quality of teaching and pupil progress. Phonic and spelling lead to monitor monthly and identified areas of further support.	Leanne Phillips	November 2019 February 2020 May 2020
B. Narrow attainment gap in writing. Use Rosenshine's Principles of Instruction to ensure quality first teaching.	Teacher professional development on modelled writing through: team teaching with a literacy consultant and supported planning. Whole school Word Aware Training (x 3 twilight sessions) to improve vocabulary.	Following monitoring of planning and from progress meetings, writing identified as an area of weakness. Moderation of writing throughout 2019 indicated that pupil vocabulary choices were limited. EEF Improving Literacy in Key Stage 2.	High quality training provided. Deputy Headteacher to monitor plans and books every half term. Informal lesson observations to see modelled writing in action. It will form part of the robust performance management process. Writing moderation shows ambitious, appropriate vocabulary choices.	Becky Dickson Gillian Phillips (Word Aware)	November 2018 January 2019 March 2019 May 2019 July 2019

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

C. Narrow attainment gap in maths. Use Rosenshine's Principles of Instruction to ensure quality first teaching.	Staff (new to school) external training on the Bar Model method.	Recommendation from a member of our school triad. (2017 - 2018) Experience of training completed in 2018 - 2019 at St Thomas More Catholic Primary School. Impact seen during book scrutinies, and informal observations of the bar method.	Two pitch scrutinies every half term to monitor implementation conducted by subject leaders. Regular drop ins by Headteacher and subject leaders.	Heidi Philby Jo Pragliola	October 2019 December 2019 February 2020 April 2020 May 2020 July 2020
Total budgeted cost					£12,469
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	When will you review implementation?
A. Raise attainment in EYFS - KS1	0.5 teacher delivering 1:1 targeted phonic inputs with Year 1 and Year 2. Jabadao with EYFS pupils.	Advice from Read, Write, Inc trainer. Information acquired following a visit to an outstanding school in the previous academic year 2017/2018. Known impact from school practice (2018 - 92% and 2019 97% Year 1 Phonics results.) Movement and Handling outcomes in EYFS were improved following Jabadao input last academic year.	EYFS and KS1 Phase Leader to monitor impact termly. Phonics Lead to monitor phonics and targeted support twice a term. Standards teachers to provide high quality 1:1 interventions.	Julie Ramm Leanne Phillips	December 2018 March 2019 July 2018

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

A. Raise attainment in EYFS and Key Stage 1 through targeted standards teacher intervention.	0.5 teacher in EYFS to target pupils working below age expected .	EYFS low attainment on entry.	Half termly pupil progress meetings tracking the impact of targeted intervention. EYFS phase leader to use agile placement to ensure pupils are making good or better progress.	Julie Ramm Leanne Phillips	October 2019 December 2019 February 2020 April 2020 July 2019
A. Raise attainment in KS1 (Reading)	Daily 1:1 readers. Targeted TA intervention. TAs to be released daily.	Reading by 6 Ofsted document. Practice gleaned from a visit to an outstanding school in 2017/2018.	Regular monitoring by Reading Standards teacher. Words per minute tracked. Fluency checklist completed on spotlight pupils.	Pam Dale Fluency Checklist completed by class teachers.	Half termly
D. Increased levels of attendance	Monthly monitoring with the Deputy Headteacher, attendance lead to identify children who have low attendance or/and are vulnerable. Daily home calls to non school attenders.	Increased monitoring and timely intervention with attendance prevents PP pupils from failing to attend school. Improved attendance leads to better outcomes.	Led by Deputy Headteacher who is challenged by the governing body to meet national attendance figures.	Becky Dickson	Monthly with summative data in July 2020
E. Family and pupil support at a personalised level to secure good outcomes.	Staff allocated to pupils to support and remove barriers to learning through a wide range of interventions and strategies.	Some PP pupils struggle to cope in class and this leads to negative impact on learning behaviours and learning outcomes.	Monitored by Headteacher and SaFE Officer.	Anne-Marie McElhinney	Monitored weekly. December 2019 March 2020 July 2020

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

E. Family and pupil support at a personalised level to secure good outcomes.	Staff allocated to provide safe space for pupils to support PP who struggle on the school playground	Some PP pupils struggle to cope on the playground and this leads to behaviour incidents and distress which has a negative impact on learning and progress.	Monitored by Headteacher and SaFE Officer.	Anne-Marie McElhinney	Monitored weekly. December 2019 March 2020 July 2020
Total budgeted cost					£113,495.50
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?
A. Raise oracy levels by providing structured play opportunities at break times and lunchtimes.	To create role play areas on the KS1 playground. Background zones to be painted and hands on play experiences to be purchased. Play leaders and adults on playground to be trained. Play leaders and adults on the playground to be good language models and promote play opportunities.	EYFS low attainment on entry in Speaking and Listening and Understanding, averaging at 22 months. To maximise opportunities to improve language and support pupils' language acquisition. Professional observations of pupils in class show limited interaction with peers. Pupils underdeveloped language is preventing further progress in writing. EEF Improving Literacy in Key Stage 1. Training attended "Raising Boys Achievement" Gary Wilson.	Ensure regular training and modelled play opportunities for play leaders. Monitoring of break times and lunchtimes. Track Communication and Language throughout the academic year.	Becky Dickson Julie Ramm	Weekly for the first 2 months Monthly thereafter.

St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

B, C	KS2 Pupil Premium Homework Club x 2 a week.	Staff and parents requested opportunities for pupils to complete homework in school, with help and access to resources. ICT at home is a barrier. Pupils can access the school online learning subscriptions to practice times tables and targeted maths skills.	Regular meetings with Homework Club Lead. Staff to feedback % of Pupil Premium Pupils homework return.	Becky Dickson Sidika Govani	December 2019 March 2020 June 2020
B,C	Transformers Project. Year 7 and 8 pupils from SJF to support raising standards with targeted pupils.	Training attended during 2017 - 2018 by Gary Wilson suggested this approach to support boys and pupils who may struggle with transition into KS3.	Phase leader impact reports at the end of each term. Pupil voice taken by PP Lead.	Phase Leaders Becky Dickson	October 2019 December 2019 March 2020 July 2020
D. Increased levels of attendance	Breakfast Club and After School Club places for PP. Emergency transport arrangements for PP.	Past experience in school shows us that this provision improves PP attendance and welfare. To support parents in challenging circumstances.	Monthly meetings with attendance lead to monitor impact of support.	Becky Dickson	Monthly meetings July 2020
E. Family support at a personalised level to secure good outcomes.	Parenting classes "New Beginnings: Webster Stratton" run by SaFE officer with 1:1 with identified vulnerable pupils and families.	Historic evidence suggests this secures good outcomes for families and pupils.	Led by a qualified and experienced provider.	Anne-Marie McElhinney	Following final outcomes of first wave of support.
F. To meet the needs of families in challenging circumstances.	Will be dependent upon individual family needs.	Having a flexible budget to offer practical support to families.	Headteacher and Deputy Headteacher will lead on these decisions and report openly and transparently to the PP Governor.	Anne-Marie McElhinney, Becky Dickson & Ann Morris.	April 2020
Total budgeted cost					£15,938.49

