

# 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					
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£129,720	<b>Date of most recent PP Review</b>	Gov review October 2018
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	105 (23.5%)	<b>Date for next internal review of this strategy</b>	July 2018

2. Current attainment (2017 - 2018 KS2 Results)		
	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving ARE in reading, writing &amp; maths</b>	42%	43%
<b>% achieving ARE in reading</b>	63%	58%
<b>% achieving ARE in writing</b>	63%	65%
<b>% achieving ARE in maths</b>	58%	60%

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

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p><b>A.</b> Raise attainment in EYFS and Key Stage 1 through targeted standards teacher intervention.</p>	<p>70% of PP children with no identified SEND achieve GLD at the end of EYFS. <b>Achieved 75% of PP achieved GLD July 2019</b>            Ensuring 100% of children achieving GLD in reception achieve ARE in year 1. All PP children with no identified SEND pass the phonics screen. <b>Achieved</b>            All PP children with no identified SEND pass the Year 2 phonics screen. <b>Achieved</b>  <b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Whole School Phonics Training refresher and development days throughout the year to ensure high quality provision continues.</li> <li>• Standards teacher placed in EYFS.</li> <li>• Continue with 1:1 phonic in EYFS and KS1.</li> <li>• Continue with Jabadao provision.</li> <li>• Continue with 'Everybody, every day' 1:1 reading</li> <li>• Improve language and oracy by introducing role play opportunities and led play on KS1 playground.</li> </ul>
<p><b>B.</b> Narrow the attainment gap in writing across all year groups through additional support in Year 6, Year 4 and Year 2 using the PIXL programme of therapies.</p>	<p>80% of PP children with no identified SEND achieve ARE in year 6. <b>Not met</b>            Progress reported in ASP will be 0 or better. <b>Not met</b>  <b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Whole school Word Aware Training to support vocabulary development.</li> <li>• Whole school modelling writing focus. Teachers supported by external consultant to improve writing outcomes.</li> <li>• Read, Write Inc Spelling Training for all staff and development days to improve practice.</li> </ul>

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

<p><b>C.</b> Narrow the attainment gap in maths across all year groups through additional support in Year 6, Year 4 ,Year 1, Year 2 using the PIXL programme and use of Maths Hub resources.</p>	<p>80% of PP children with no identified SEND achieve ARE in year 6. <b>Not met . 77% July 2019</b>            Progress reported in ASP will be 0 or better. <b>Not met</b>  <b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• New staff to be given Bar Modelling Training.</li> <li>• Staff training on 'How to teach times tables'.</li> <li>• Embedding using the bar model to support reasoning.</li> </ul>
<p><b>D.</b> Positively promote high levels of attendance and reward accordingly.</p>	<p>PP attendance to be at least 96% (an increase of 0.8%).  <b>Achieved 96.12%</b></p>
<p><b>E.</b> Family and pupil support at a personalised level to secure good outcomes.</p>	<p>Reviewed individually and confidentially.  <b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• SaFe Officer to be trained on Webster Stratton (New Beginnings) delivery.</li> <li>• New Beginnings to be delivered to targetted families.</li> </ul>

### 5. Planned expenditure

<b>Academic year</b>	2018/19
----------------------	---------

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

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.	Teacher training on Immerse, Imitate and Innovate approach to the teaching of writing. Andy Hawes (PLTA) to conduct x 2 training evenings and x 2 planning days with each year group team.	Following monitoring of planning and from progress meetings, writing identified as an area of weakness.	High quality training provided. Deputy Headteacher to monitor plans and books. It will form part of the robust performance management process.	Becky Dickson	November 2018 January 2019 March 2019 May 2019 July 2019
C. Narrow attainment gap in maths.	Whole staff external training on the Bar Model.	Recommendation from a member of our school triad.	Two pitch scrutinies every half term to monitor implementation conducted by subject leaders. Regular drop ins by Headteacher and subject leaders.	Heidi Philby Jo Lutolli	November 2018 January 2019 March 2019 May 2019 July 2019
<b>Total budgeted cost</b>					£2,800

### 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?
-----------------	--------------------------	---	---	------------	--------------------------------------

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

A. Raise attainment in EYFS - KS1	Daily 1:1 phonic interventions, daily 1:1 maths intervention, additional teachers in 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. Jabadao known to impact positively on Movement and Handling outcomes.	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 Jo Lutolli Leanne Phillips	December 2018 March 2019 July 2018
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.	Pam Dale	Half termly
B. Narrow attainment gap in writing.	Teachers to deliver interventions to pupils. HT to teach Year 6 enabling Year 6 teachers to lead interventions. Additional teacher in Year 6.	Information gleaned from PiXL conferences and from meetings with our PiXL associate. Information acquired following a visit to a high performing Peterborough school.	Monitored by Phase Leader and Deputy Headteacher.	Heidi Philby Becky Dickson	PiXL Core meetings held fortnightly.  December 2018 February 2019 April 2019
C. Narrow attainment gap in maths	Daily 1:1 maths interventions in KS1 and EYFS, additional teachers in Year 1 and 2 for maths. Bar modelling approach to support the teaching of reasoning. HT to teach Year 6 enabling Year 6 teachers to lead interventions.	Evidence shows significant track record in improvement with this approach to raising standards.	Led by maths leaders who are both members of SLT.	Heidi Philby Jo Lutolli	July 2018

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

D. Increased levels of attendance	Monthly monitoring with the 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 2019.
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 Senior Learning Mentor.	Anne-Marie McElhinney Pat O'Hanlon	Monitored weekly. December 2018 March 2019 July 2019
<b>Total budgeted cost</b>					<b>£141,918.16</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	Regular meetings with Homework Club Lead. Staff to feedback % of Pupil Premium Pupils homework return.	Becky Dickson Sidika Govani	December 2018 March 2019 June 2019

## St Thomas More Catholic Primary School - Pupil Premium Strategy Statement

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 2018 December 2018 March 2019 July 2019
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	July 2018
F. Family and pupil support at a personalised level to secure good outcomes.	Parenting classes 1:1 with identified vulnerable pupils	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 2018
<b>Total budgeted cost</b>					<b>£8,781.16</b>