

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 in line with their non-pupil premium peers, thus closing the attainment gap.

1. Summary information					
Academic Year	2020/2021	Total PP budget	£132,000	Date of most recent PP Review	Gov review September 2020
Total number of pupils	413	Number of pupils eligible for PP	100 (24%)	Date for next internal review of this strategy	February 2021
Completed		Covid-19 restricted		Not completed	

2. Current attainment (2019 - 2020 KS2 Results)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving ARE in reading, writing & maths		
% achieving ARE in GPS		
% achieving ARE in reading		
% achieving ARE in writing		
% achieving ARE in maths		

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 reading.
D.	Achievement in maths.

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External barriers *(issues which also require action outside school, such as low attendance rates)*

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E.	PP Attendance 95.6% compared to non PP 96%. (Sept 2019 - March 20th 2020)
F.	High numbers of vulnerable families in crisis.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
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.	80% of PP children with no identified SEND achieve GLD at the end of EYFS.(73%) Ensuring 80% of PP children in Year 1 achieve ARE at the end of the year. Ensuring 100% of children achieving GLD in reception (2018 -2019) achieve ARE in Year 2. All PP children with no identified SEND pass the phonics screen. All PP children with no identified SEND pass the Year 2 phonics screen.
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. Read Write Inc Spelling embedded in KS2. Pupils ability to spell will improve. Rosenshine's Principles of Instruction embedded to ensure quality first teaching.	80% of PP children with no identified SEND achieve ARE in Year 6. Progress reported in ASP will be 0 or better.
C.	Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills. Whole class reading embedded based on Bjork's Theory of Disuse. Lexia Core 5 introduced and embedded in KS2. Rosenshine's Principles of Instruction embedded to ensure quality first teaching.	80% of PP children with no identified SEND achieve ARE in Year 6. Progress reported in ASP will be 0 or better.
D.	Narrow the attainment gap in maths across all year groups through explicit teaching of reasoning. Use whole school approach to improve pupil vocabulary. Rosenshine's Principles of Instruction embedded to ensure quality first teaching.	80% of PP children with no identified SEND achieve ARE in Year 6. Progress reported in ASP will be 0 or better.
E.	Positively promote high levels of attendance and reward accordingly.	PP attendance to be at least 96% (an increase of 0.4%).
F.	Family and pupil support at a personalised level to secure good outcomes.	Reviewed individually and confidentially.
G.	To meet the needs of families in challenging circumstances.	Reviewed individually and confidentially.

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5. Planned expenditure					
Academic year	2020/21				
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 2020 February 2021 May 2021

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<p>B. Narrow attainment gap in writing. Use Rosenshine's Principles of Instruction to ensure quality first teaching.</p>	<p>Teacher professional development on modelled writing. Year 6 to have 3 class teachers to reduce class sizes and target teaching. Team planning with a literacy consultant for targeted year groups . Word Aware Refresher Training. Word Aware embedded across school.</p>	<p>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.</p>	<p>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.</p>	<p>Becky Dickson Gillian Phillips (Word Aware)</p>	<p>November 2020 January 2021 March 2021 May 2021 July 2021</p>
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<p>C. Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills. Whole class reading embedded based on Bjork's Theory of Disuse. Lexia Core 5 introduced and embedded in KS2. Rosenshine's Principles of Instruction embedded to ensure quality first teaching.</p>	<p>KS2 Whole Class Reading Training. Lexia Core 5 purchased (Catch Up funding 3 year agreement) and used to support pupil learning at school and at home. Lexia Core 5 intervention clubs to be run after school for Year 5 and 6. My On purchased to ensure pupils have access to a variety of texts at home and at school. Year 6 to have 3 class teachers to reduce class sizes and target teaching. Staff trained on Rosenshine's Principles of Instruction Training following professional reading completed in 2019 - 2020. Rosenshine's principles embedded in whole class reading</p>	<p>Research shows that by interleaving and spacing the reading curriculum, pupils retain knowledge and skills and are able to retrieve prior knowledge to support new learning. Professional dialogue with colleagues in the city indicate that the use of Lexia Core 5 has significant impact on pupil attainment. Lockdown and home learning highlighted the lack of books in our pupils' homes. My On ensures that pupils can access a plethora of texts at home and at school. This will also help to motivate reluctant readers as the format of the texts is very inviting.</p>	<p>Regular lesson observations to ensure the whole class reading principles and curriculum content are being delivered. Monitoring will enable targeted support for staff. AR STAR Reader tests completed throughout the year will show progress in reading, as well as teacher assessment of reading skills. PIXL papers will show progress towards gap closing following diagnostic papers completed in September 2020. Replaced by MAT with PIRA, PUMA and GAPs tests for Years 1-5.</p>	<p>Becky Dickson</p>	<p>November 2020 January 2021 March 2021 May 2021 July 2021</p>
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D. 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. (Virtual) Year 6 to have 3 class teachers to reduce class sizes and target teaching.	Recommendation from a member of our school triad. (2017 - 2018) Experience of training completed in 2018 - 2019 and 2019 - 2020 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	October 2020 December 2020 February 2021 April 2021 May 2021 July 2021
Total budgeted cost					£48,251.40
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	1:1 targeted phonic inputs in EYFS, 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 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 in the academic year 2018 - 2019 and partially in the academic year 2019 -2020	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 2020 March 2021 July 2021

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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 2020 December 2021 February 2021 April 2021 July 2021
A. Raise attainment in KS1 (Reading)	Daily 1:1 readers. Targeted TA phonic interventions.	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.	Leanne Phillips	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 Jade See	Monthly with summative data in July 2021
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. Following lockdown, some pupils need increased emotional support.	Monitored by Headteacher and SaFE Officer.	Anne-Marie McElhinney	Monitored weekly. December 2020 March 2021 July 2021

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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. Following lockdown, some pupils need increased emotional support. Playtime was more structured during lockdown with different activities provided.	Monitored by Headteacher and SaFE Officer.	Anne-Marie McElhinney	Monitored weekly. December 2020 March 2021 July 2021
Total budgeted cost					£76,325.96
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. Play Leader on the playground to be good language model 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.	Monitoring of break times and lunchtimes. Track Communication and Language throughout the academic year. New role-play mud kitchen on KS1 playground. Standards Teacher modelled good vocabulary and language at playtimes.	Becky Dickson Julie Ramm	Weekly for the first 2 months Monthly thereafter.

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C	Lexia Core 5 Club x 2 a week. (Year 5 and 6)	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
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. DfE daily returns completed.	Becky Dickson	Monthly meetings July 2021
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 2021
Total budgeted cost					£25,925.88