

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	406
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 – 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	STM Governors
Pupil premium lead	AM McElhinney Headteacher
Governor / Trustee lead	Ann Morris Chair of Governors and PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,880.00
Recovery premium funding allocation this academic year	£ 15,080.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 53,833.37
Recovery premium funding carry forward	£ 21,174.20
National Tuition Funding	£ 11,745.00
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	£ 241,712.57

Part A: Pupil premium strategy plan

Statement of intent

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 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 peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Very low attainment on entry into Reception.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers. This negatively impacts on their development as writers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, especially in mental recall and fluency.
5	PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021)
6.	Increasing numbers of vulnerable families in crisis.
7.	Lack of engagement for Remote Learning Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
8.	Pupil's well-being and mental health after Lockdowns, isolation and learning from home. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
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. Ensuring 80% of PP children in Year 1 achieve ARE at the end of the year. Ensuring 100% of children achieving GLD in reception (2019-2020) 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.
Narrow the attainment gap in writing across all year groups through quality first teaching and	80% of PP children with no identified SEND achieve GLD at the end of EYFS.

<p>explicit modelling of writing across the curriculum.</p> <p>Use whole school approach (Word Aware) to improve pupil vocabulary. Read Write Inc Spelling embedded in KS2.</p> <p>Pupils ability to spell will improve.</p> <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching</p>	<p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of PP children with no identified SEND achieve ARE in Year 6.</p>
<p>Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills.</p> <p>Whole class reading embedded based on Bjork's Theory of Disuse. Lexia Core 5 embedded in KS2 and introduced to Year 2.</p> <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>Progress reported in FFt ASP will be 0 or better.</p>
<p>Narrow the attainment gap in maths across all year groups through explicit teaching of reasoning. Use whole school approach to improve pupil vocabulary.</p> <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching – scaffolds and models.</p>	<p>80% of PP children with no identified SEND achieve ARE in Year 6.</p> <p>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.</p> <p>80% of pupils with no identified SEND pass the Year 4 Multiplication check.</p> <p>Progress reported in FFt ASP will be 0 or better.</p>
<p>Positively promote high levels of attendance and reward accordingly for all pupils, particularly our disadvantaged pupils.</p>	<p>PP attendance to be at least 90% (an increase of 2.5%).</p>
<p>Family and pupil support at a personalised level to secure good outcomes.</p>	<p>Reviewed individually and confidentially.</p>
<p>To meet the needs of families in challenging circumstances.</p>	<p>Reviewed individually and confidentially.</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: £14,771.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Success criteria in writing.	Following whole school book scrutiny – pupils’ writing being held back due to limited opportunities to write.	2
CPD – Rosenshine’s principles – Using scaffolds and models Bar modelling for staff new to school (ECTs)	Experience of training completed (2018-2020) at St Thomas More. Impact seen in whole school book scrutiny and informal maths observations.	1, 2, 3 & 4
CPD – Working memory plus arithmetic Research Project	Education Endowment Foundation (EEF) funded project, the intervention was found to have a significant positive impact on the children’s Number Skills, working memory, and attention in the classroom.	4
CPD – whole school Word Aware training	EEF Toolkit, developing oral language can have a very high impact. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.	1 & 2

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

Budgeted cost: £202,817.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion appointed to focus on closing the	Some PP pupils struggle to cope in class and this leads to negative impact on	2,3 & 4

<p>gaps focussing on Years 5,4, 3 and Year 1.</p> <p>PP Champion to complete NELI with Year 1 pupils.</p>	<p>learning behaviours and learning outcomes.</p> <p>A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of three months of progress in language skills compared to non-participants</p> <p>Following lockdown, some pupils need increased emotional support.</p>	<p>8</p>
<p>EYFS standards teacher x 4 mornings</p> <p>Targeted 1:1 for an EYFS PP pupil.</p> <p>KS1 standards teacher x 3 days a week</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EYFS attainment on entry is very low.</p> <p>Catch-up after long periods of remote learning.</p> <p>Reading by 6 Ofsted document.</p> <p>Education Endowment Foundation EEF</p>	<p>1</p> <p>2, 3 & 4</p> <p>3</p>
<p>Year 6 PP pupils supported by an HLTA every morning for 2 hours.</p>	<p>EEF – reducing class sizes has the impact of +2 months progress.</p>	<p>2, 3 & 4</p>
<p>Play Therapist</p>	<p>EEF research suggests that this is very high impact for ow cost.</p> <p>Working with our 5 most vulnerable pupils.</p>	<p>6, 8</p>
<p>Purchase of Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Ican report states, 90% met or exceeded expectation in reading. 69% in writing and 67% in maths.</p>	<p>2,3 and 4</p>

Language and nurture intervention delivered to Year 1 and 2. Private SALT in school to work with Y1/2.	A randomised controlled trial into the effectiveness of NELI, a language support programme designed to improve children’s vocabulary, listening and narrative skills, found that the intervention appeared to have a positive impact on children’s language skills, adding the equivalent of three months of progress in language skills compared to non-participants	2, 3, 4 and 6
Homework Clubs for Years 2, 3, 4, 5 and 6 for targeted PP pupils.	EEF – Homework has a positive impact, on average, 5+ months.	2, 3, 4 &7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3 & 4

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

Budgeted cost: £24,122.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaFE Officer will deliver Lego Therapy to targeted PP pupils	Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	6, 7 & 8
SaFE Officer will deliver Bereavement	2014 research project headteachers have evidenced that the Rainbows programme	8

Counselling to individual pupils.	supports vulnerable pupils within their school, develops the professional skills of their staff and fosters positive relationships between home and school.	
Employ a Play Therapist to work with targeted pupils.	Research and experience of the school's SEND/CiC Lead, evidence how relationships in combination with the therapeutic powers of play, provide a context for self-expression, self-care, and healing.	8
SEND/CiC Lead and SaFE Officer to lead Mum and toddler sessions	EEF – Parental engagement strategies are typically more effective with parents of very young children.	1,8
National Breakfast Programme	Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn. Economic and social research council – children in Year 2 who were offered breakfast made the equivalent of 2 months progress in reading, writing and maths.	8
Attendance Officer promotes consistent attendance and punctuality through supported communication with parents and identifying possible barriers to attendance and punctuality.	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GDS or above, than pupils that missed 10-15% of all sessions. WPA Education Welfare services – effective engagement often leads to increased attendance and higher academic achievement and positive effect on pupils' attitudes to learning.	5, 2, 3, 4 & 7
Learning Mentor and SaFE Officer to provide targeted ELSA support for Years 3 /4.	ELSA network – all ELSA has reported an increase in knowledge and confidence, supporting children and young people talking about their feelings and behaviour.	6 & 8
SaFE officer to be trained in Webster Stratton to target PP parents for a structured parenting programme.	Randomised control group – Increase in children's positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.	6 & 8

SaFE officer supports parents by contacting them in a variety of ways, emails, text message and phone calls.	WPA – schools which have good parental communication are often those who embrace use of technology.	5, 6 & 8
Whole staff training on Connected Communities – Emotional well-being	Targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £241,712.57

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 assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources as well as bespoke quality first teaching through online communication, facilitated through Google Classroom and Zoom.

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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