

## 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  | 413                                    |
| Proportion (%) of pupil premium eligible pupils   | 33%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022/2023<br>2023-2024    |
| Date this statement was published   | November 2022                          |
| Date on which it will be reviewed   | October 2023                           |
| Statement authorised by   | STM Governors                          |
| Pupil premium lead  | Becky Dickson<br>Deputy Headteacher    |
| Governor / Trustee lead   | Al Carrol<br>PP Governor               |

### Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year   | £ 175,895.00 |
| Recovery premium funding allocation academic year 2021 - 2022   | £15,080.00   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 13,765.72  |
| Recovery premium funding carry forward  | £0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £216,673.43  |

# 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 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. 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.

| 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. |

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| 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)<br>PP Attendance 94.06% compared to non-PP 94.89% (2021-2022)   |
| 6. | Increasing numbers of vulnerable families in crisis.  |
| 7. | Ensuring lack of technology at home does not prevent pupil premium children accessing on-line homework.<br>Providing opportunities for pupils to complete online homework at school.  |
| 8. | Pupil's well-being and mental health after Lockdowns, isolation and learning from home.<br>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.<br>Ensuring 80% of PP children in Year 1 achieve ARE at the end of the year.<br>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.<br>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 explicit modelling of writing across the curriculum.<br><br>Use whole school approach (Word Aware) to improve pupil vocabulary. Read Write Inc Spelling embedded in KS2.<br><br>Pupils ability to spell will improve. | 80% of PP children with no identified SEND achieve GLD at the end of EYFS.<br>Ensuring 80% of PP children in Year 2 achieve ARE at the end of the year.<br><br>80% of PP children with no identified SEND achieve ARE in Year 6.<br><br>Full fidelity to Read Write Inc Phonics and Spelling.  |

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| <p>Rosenshine's Principles of Instruction embedded to ensure quality first teaching</p>   |  |
| <p>Narrow the attainment gap in reading across all year groups through quality first teaching and explicit modelling of reading skills.<br/>Whole class reading embedded based on Bjork's Theory of Disuse.</p> <p>Lexia Core 5 embedded in KS2 and introduced to Year 1 and 2.<br/>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>Full fidelity to the Read Write Inc Phonics programme.</p> <p>Accelerated Reader (AR) used to motivate pupils to read and for daily reading at home. (KS2). Increased monitoring of AR.</p> <p>Lexia Core 5 used for Reading Homework in Year 1 upwards and additional interventions.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</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.<br/>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>The use of Mathletics for personalised homework.</p> <p>Full fidelity to using the CPA approach in Maths.</p> <p>Question Level Analysis (QLA) of PiXL Papers.</p>  |

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| Positively promote high levels of attendance and reward accordingly for all pupils, particularly our disadvantaged pupils. | PP attendance to be in line or better than national. |
| Family and pupil support at a personalised level to secure good outcomes.  | Reviewed individually and confidentially.            |
| To meet the needs of families in challenging circumstances.  | Reviewed individually and confidentially.            |

## Activity in this academic year (2022 – 2023)

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: £6,537.28

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD – Read Write Inc Phonics                                       | EEF research shows synthetic phonics programme have an impact of +5 months  | 1,2,3                         |
| CPD – Rosenshine’s principles – Using scaffolds and models         | Experience of training completed (2018-2020) at St Thomas More.<br>Impact seen in whole school book scrutiny and informal maths observations.   | 1, 2, 3 & 4                   |
| CPD – Maths CPA Approach   | EEF recommends the use of manipulatives and representations to develop mathematical understanding. Manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas.                                     | 4                             |
| CPD - Writing Using Direct Instruction to Build Stronger Sentences | EEF states that explicit instruction, scaffolding and flexible groupings are all key components of high-quality teaching and learning for pupils.<br><br>EEF recommends teaching writing composition strategies through modelling and supported practice. | 2                             |
| CPD – NELLI and Talk Boost   | EEF Toolkit, developing oral language can have a very high impact.<br><br>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.   | 1 & 2                         |
| CPD – ELSA Training  | EEF - Social and emotional learning (SEL) interventions improve pupils’ decision making skills, interactions with others and their self-management of emotions. (+4 months)   | 8                             |

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

Budgeted cost: £172,414.89

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed         |
|--|---|---------------------------------------|
| <p>Pupil Premium Champion appointed to focus on closing the gaps focussing on Years 5,4, 3 and Year 1.</p> <p>PP Champion to complete NELI with Year 1 pupils.</p>   | <p>Some PP pupils struggle to cope in class and this leads to negative impact on 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>2,3 &amp; 4</p> <p>8</p>           |
| <p>EYFS Moving and Handling Intervention</p> <p>Targeted 1:1 for PP pupils.</p> <p>Year 3 and 4 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 &amp; 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 &amp; 4</p>                   |
| <p>Drama Therapist</p>   | <p>EEF research suggests that this is very high impact for low cost.</p>  | <p>6, 8</p>                           |

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|---|---|---------------|
|   | Working with our 5 most vulnerable pupils.  |               |
| Purchase of Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | I can report states, 90% met or exceeded expectation in reading. 69% in writing and 67% in maths.   | 2,3 and 4     |
| Language and nurture intervention delivered to Year 1 and 2.<br><br>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   |
| Year 1 and Year 4 Handwriting Focus<br>Private Occupational Therapist<br>Core Stability Exercises   | Occupational Therapists report that "proximal stability leads to distal mobility".<br><br>This means that a strong, solid core is needed to provide the stability necessary for the smaller muscles of the fingers and hands to move in coordinated, complex ways.  | 2             |
| Library Access and Book throughout the week led by  | DfE Reading for Pleasure document, 2012 states that:<br>"There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006)."<br>"Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)." |               |

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|  | <p>“Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).”</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006)</p> <p>Our observations and knowledge about our children, tells us that lots of our pupils do not have regular access to a variety of texts and do not have many books at home. By opening up the library for 4 lunchtimes a week, we will support our pupils in choosing books and getting more texts in the home.</p> |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £37,721.26

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| 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 children, such as sharing, turn-taking, following rules, using names and problem-solving.  | 6, 7 & 8                             |
| SaFE Officer will deliver Bereavement Counselling to individual pupils. | <p>2014 research project headteachers have evidenced that the Rainbows programme supports vulnerable pupils within their school, develops the professional skills of their staff and fosters positive relationships between home and school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> | 8                                    |

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| <p>Employ a Drama Therapist to work with targeted pupils.</p>  | <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> | <p>8</p>                  |
| <p>SEND/CiC Lead and SaFE Officer to lead Mum and toddler sessions</p>   | <p>EEF – Parental engagement strategies are typically more effective with parents of very young children. EEF research shows parental engagement has a positive impact of +4 months.</p>   | <p>1,8</p>                |
| <p>National Breakfast Programme</p>  | <p>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.</p> <p>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.</p>   | <p>8</p>                  |
| <p>Embed the principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a></p> <p>Attendance Officer promotes consistent attendance and punctuality through supported communication with parents and identifying possible</p> | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2.</p> <p>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.</p> <p>WPA Education Welfare services – effective engagement often leads to increased attendance and higher academic achievement and positive effect on pupils' attitudes to learning.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>5, 2, 3, 4 &amp; 7</p> |

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| barriers to attendance and punctuality.  |  |          |
| Learning Mentor and SaFE Officer to provide targeted ELSA support for Years 3 /4.  | <p>ELSA network – all ELSA has reported an increase in knowledge and confidence, supporting children and young people talking about their feelings and behaviour.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils' decision making skills, interactions with others and their self-management of emotions. (+4 months)</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> | 6 & 8    |
| SaFE officer to be trained in Incredible Years (Webster Stratton) to target PP parents for a structured parenting programme. | <p>Randomised control group – Increase in children's positive affect and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities.</p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils' decision making skills, interactions with others and their self-management of emotions. (+4 months)</p>   | 6 & 8    |
| SaFE officer supports parents by contacting them in a variety of ways, emails, text message and phone calls.                 | <p>WPA – schools which have good parental communication are often those who embrace use of technology.</p>   | 5, 6 & 8 |
| Whole staff training on Connected Communities – Emotional well-being   | <p>Targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF - Social and emotional learning (SEL) interventions improve pupils' decision making skills, interactions with others and their self-management of emotions. (+4 months)</p>   | 8        |

|  |   |   |
|--|---|---|
| Year 3 and 4 Football intervention with Youth Dreams Project | EEF - Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interactions with others and their self-management of emotions. (+4 months) | 8 |
| Year 5 and 6 Pioneer Cadets                                  | EEF - Social and emotional learning (SEL) interventions improve pupils' decision-making skills, interactions with others and their self-management of emotions. (+4 months) | 8 |

**Total budgeted cost: £215,511.39**

## 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 2021 to 2022 academic year.

#### **Reading Outcomes in Year 6**

70% of all pupils achieved age related expectations compared to a national figure of 74%

59% of pupil premium pupils achieved age related expectations compared to 53% of non-pupil premium.

#### **Writing Outcomes in Year 6**

35% of all pupils achieved age related expectations compared to a national figure of 69%

24% of pupil premium pupils achieved age related expectations compared to 40% of non-pupil premium.

#### **Mathematics Outcomes in Year 6**

53% of all pupils achieved age related expectations compared to a national figure of 71%

29% of pupil premium pupils achieved age related expectations compared to 63% of non-pupil premium.

#### **Phonics**

83% of all pupils passed the phonics screen in Year 1 compared to a national figure of 75%

82% of pupil premium pupils passed the phonics screen in Year 1 compared to 90% of non-pupil premium.

96% of all pupils passed the phonics screen in Year 2 compared to a national figure of 87%.

100% of pupil premium pupils passed the phonics screen in Year 2 compared to 98% of non-pupil premium,

#### **GLD**

73% of all pupils gained GLD compared to a national figure of 84%

78% of pupil premium pupils gained GLD compared to 72% of non-pupil premium.

100% of pupil premium pupils gained GLD following Moving and Handling Intervention

## Wider Strategies

Incredible Years was completed with parents with positive impact shared with facilitators and observed by facilitators.

## Attendance

PP Attendance 95.42% compared to non-PP 97.23%. (2020-2021)

PP Attendance 94.06% compared to non-PP 94.89% (2021-2022)

Attendance data demonstrates that the gap is closing between pupil premium and non-pupil premium pupils.

## Support for Families

We have been able to support many families in crisis. This has varied from managing children's behaviour, financial struggles, housing problems and mental health needs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year (2021 – 2022), 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.

## 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  |
|--|---|
| Read Write Inc   | Ruth Miskin Training  |
| Accelerated Reader                                       | Renaissance Learning  |
| Lexia Core 5   | Lexia Learning  |
| Mathletics   | 3P Learning   |
| Nuffield Early Language Intervention (NELI)              | Nuffield  |
| Emotional Literacy Support Assistant Intervention (ELSA) | Peterborough Local Authority Educational Psychology Service |
| Incredible Years Parenting Programme                     | Webster Stratton  |
|  |   |