

Pupil premium strategy statement

School overview

Metric	Data
School name	St Thomas more Catholic Primary School
Pupils in school	212
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£17965
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	M J Hall
Pupil premium lead	K Moy
Governor lead	D Brunwin

At St Thomas More School there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil's development. We are highly ambitious, respond to what we know to be good practice and ensure that our vision for improvement is clear. We ensure that the funding is very carefully targeted at the types of activities that best meet the needs of our pupils, and robustly monitor, evaluate and amend them as necessary in order to achieve the optimum impact for those children.

There are other factors, other than an economic disadvantage, which may hinder a child's progress and attainment. These include: Special educational needs and disabilities (SEND) pupils who have English as an additional language (EAL) emotional and behavioural difficulties. Analysis of internal data of individual pupils shows that these other factors do impact at times on the progress and attainment of disadvantaged pupils who also fall within one of these vulnerable groups (EAL/SEND.)

Disadvantaged pupil progress scores for last academic year (2019 as no results for 2020 or 2021)

Measure	Score
Reading	Suppressed as only 2 pupils
Writing	Suppressed as only 2 pupils
Maths	Suppressed as only 2 pupils

Priorities are based on research from Education Endowment Framework and Sutton Trust Report 2014

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2 out of 3 in Year 6
Achieving high standard at KS2	1 out of 3 in Year 6
Measure	Activity
<p>Priority 1</p> <p>All PPG children to develop a love of reading. They should make good progress in fluency and comprehension. They should report that they enjoy reading.</p> <p>Achieve above average progress when compared to national statistics.</p>	<p>1:1 reading daily with an adult.</p> <p>Regular meetings with library teacher.</p> <p>Vocabulary work built into lessons to expose children to tier 2 and 3 language.</p> <p>Regular assessment to show if target on track.</p>
<p>Priority 2</p> <p>Ensure that those disadvantaged children with ability achieve the Greater Depth standard</p>	<p>Opportunity to join challenge groups.</p> <p>Regular monitoring and assessment to challenge and keep on curve.</p>
Barriers to learning these priorities address	Targeted time with an adult to discuss learning, try out new vocabulary and discuss issues.
Projected spending	£12000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national and narrow gap with non-disadvantaged in school	July 2022
Progress in Writing	Achieve above national and narrow gap with non-disadvantaged in school	July 2022
Progress in Mathematics	Achieve above national and narrow gap with non-disadvantaged in school	July 2022
Phonics	Achieve 100% pass on phonics screen	July 2022
Other	Ensure disadvantaged children take up the opportunity of extra-curricular clubs	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 reading daily Access to small intervention groups to monitor progress Speedy reaction to need Access to attractive books which address interest and challenge Opportunity to discuss books, stories and therefore increase vocabulary.
Priority 2	Greater depth children identified and challenged 1:1 reading daily Access to small intervention groups to monitor progress Speedy reaction to need Access to attractive books which address interest and challenge Opportunity to discuss books, stories and therefore increase vocabulary – targeting tier 3
Barriers to learning these priorities address	Use pre-teaching as a strategy to overcome barriers. Children able to talk about difficulties in a small group or 1:1 situation.
Projected spending	£4965

Wider strategies for current academic year

Measure	Activity
Priority 1	Further Learning Mentor training to extend capability. Learning mentors to support children with barriers to learning. Listening project councillor to support children with barriers to learning. Use of Zones of Regulation to support children's self-esteem, mental health and to teach strategies for self-regulation of mood.
Priority 2	Funding to support children to attend extra-curricular activities.
Barriers to learning these priorities address	Removing stigma, improving participation and therefore raising self-worth
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High expectations and a targeted approach to supporting disadvantaged children	Challenge through Performance Management Training Targeted questioning in PP meetings
Targeted support	Effective interventions Ensure no children overlooked Progress tracked	Regular team meetings and meetings with Senco Willingness to change plans quickly
Wider strategies	Learning Mentors have sufficient time to take children out of class Families being willing to engage	Careful and swift family liaison Timetables agreed.

Review: last year's aims and outcomes

Aim	Outcome
Specific targeted support to address the underachievement of children who are both eligible for Pupil Premium and also identified as either SEND or academically able.	7 out of 10 children in receipt of PPG achieved Expected or Greater Depth. Only 1 child was NS in Reading in Year 6 This child was in receipt of external support for mental health which had a significant impact on learning.

<p>Training to support the academic, emotional, social and self-esteem needs of children eligible for Pupil Premium Funding and those identified with SEND</p>	<p>Learning Mentor training did not happen due to Covid and school closure. Rebooked for 2021-2022</p>
<p>To support children eligible for Pupil Premium Funding to attend afterschool club</p>	<p>All children with PPG funding were offered an afterschool club, given Covid support funding and given financial support to attend trips.</p>

At St Thomas More Primary School we are making sure that economically disadvantaged children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later. We also make sure that we identify and address the needs of all Pupil Premium children who are underperforming throughout the school.

We aim to narrow the nationally seen attainment gap which exists between pupils from disadvantaged and more affluent backgrounds through our approach which is:

- To carefully ring-fence the funding so that it is always spent on the target group of pupils
- To never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels
- By thoroughly analysing which pupils are underachieving, particularly in English and mathematics, and the reasons why
- By drawing on research evidence (such as the Sutton Trust and EEF) and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Allocating our best teachers/teaching assistants to teach intervention groups to improve mathematics and English and/or employing new teachers who have a good track record in raising attainment in those subjects
- Using achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- Making sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve

- Systematically focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Ensuring that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress

Review July 2022