Pupil premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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's Catholic Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	18% (57 children) 46 FSM 1 Ever 6 5 Forces 1 Forces Ever 6 4 Post-LAC / Adopted
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2nd year of 3
Date this statement was published	31.12.23
Date on which it will be reviewed	1.10.24
Statement authorised by	Jeff Sendall
Pupil premium lead	Enola Harrison
Governor / Trustee lead	Paul Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,688
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£61,688

Part A: Pupil premium strategy plan

Statement of intent

Our school improvement plan states that we will “develop teaching and learning to be effective for all pupils to ensure that they learn well and achieve well across the curriculum.” This statement runs through all our school and underpins all actions for all areas especially those children from disadvantaged backgrounds and those children who we consider to be vulnerable. We are dedicated to narrowing the gap of attainment, achievement and opportunity experienced by our disadvantaged and vulnerable pupils.

Our policy is to look at all children and their family’s circumstances and backgrounds and use our pupil premium funding to support all those children who we consider to be vulnerable or disadvantaged according to their needs and situations.

Through assessment, pupil voice, learning walks and book looks we have evaluated the causes and barriers faced by our educationally disadvantaged pupils and have established our priorities and actions based on these.

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 considers all reasons why children may not be achieving whether that be situations in or out of the classroom. We strive to make sure that we consider the whole child and family and support and aid them where possible.

Challenges

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

Challenge number	Detail of challenge
1	**Engagement and independence** Through learning walks by PP lead, SENDCo and SLT engagement and independence has been noticed as a particular learning barrier for PP children. Teacher's note that independence has suffered as a continued result of Covid school closures.
2	**Reading** Through monitoring of reading and home learning in each class there is a noticed gap between PP and non PP children who complete home-learning tasks. This is particularly true for reading. Our reading data (2221- 2222) show that in Year 6, 50% of our PP children achieved EXS+ compared to 70% of non PP. In Year 2, 25% of PP children achieved EXS+ compared to 74% of non PP children. This is similar results across all year groups.
3.	**Attendance** There has been a recent increase in the number of parents reporting anxiety and mental health problems with their children. This has a negative impact on the children's punctuality, attendance and ability to learn. There are more PP children experiencing this than non PP children.
4	**Language Skills** Language skills have been observed as being poorer in Reception and Year One continuing throughout the school. There are more PP children than non PP children who have language or speech delay. Talking to staff, they feel that they have not got the training to support these children as well as a qualified Speech/ Language Therapist.
5	**Maths** Through internal data scrutiny, it has been noted that children with PP are performing lower in maths than in reading and writing Our data from 2021-2222 showed that in Year 6 36% of PP children achieved EXS+ compared to 62% of non PP children. In Year 2 25% of PP children achieved EXS+ compared to 34% Non PP children.
6	**LSA role** We need to develop our LSA role so that are better trained to support and manage more vulnerable children.

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
That **all children** have an enthusiasm to learn and are engaged in their learning. They have the confidence and enthusiasm to tackle a range of tasks independently.	Through learning walks a buzz and enthusiasm for learning is felt across all classes. Children are eager to talk and explain about their learning.
More children are completing reading and home learning tasks and feel more confident to tackle learning.	There is at least a 10% rise in reading attainment for PP children.
Children with anxiety and mental health struggles feel supported and able to attend school on time every day.	Improved attendance and punctuality figures for those PP children.
Children with speech and language delays are being assessed and appropriate targeted support is being given.	The number of speech and language referrals has decreased.
Math lessons meets the needs of all children particularly those who are disadvantaged.	There is at least a 10% increase in mathematics attainment across all year groups and all pupils.
LSA's feel confident and supported with a range of strategies to support the most vulnerable learners.	LSA's are seen in classes fully supporting vulnerable children using a range of strategies.

Actions in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,562

Action	Evidence that supports this approach	Challenge number(s) addressed
Deploy a part time Specialist TA to work with pupils who are experiencing speech or language delay. Work with parents and staff on strategies and interventions to help improve children's speech.	Early intervention and early speech and language support greatly increases children's early writing and reading attainment. EEF research shows oral interventions have a high impact on pupil outcomes of 6 months' additional progress.	4
Continue ELS Phonics and cued articulation across the whole school to ensure validity to the scheme. CPD for new staff ensuring cued articulation is used across the school. Develop range of phonic books to enable a depth and breadth of book choices.	Recent DFE guidelines state that a validated scheme should be used across the school used with consistency and validity. Through research and visiting phonic programmes taught in local schools we selected ELS. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes To assist children to produce clear and accurate sounds we will introduce cued articulation alongside each new phonic sound. https://www.soundsforliteracy.co.uk/research.html	2 4
Introduce and deliver 'Mastering Number' programmes from in EYFS and KS1 to ensure early maths facts are taught and retained by children. (NCETM)	It is researched that early number fact recall further develops number and mathematical skills later in children's education. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	5

NCETM maths will be introduced by Maths Lead in Autumn 2023. across the whole school to ensure high quality maths teaching. There will be CPD for all staff and maths manager training. Maths will be taught in smaller classes (2 classes per year) group rather than mixed classes.	The NCETM state that “children’s chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.” Hampshire Maths Advisors have shown and delivered ways to ensure that children are mastering their maths.	5
CPD on roles of LSA’s and how best to support all pupils. Fortnightly meetings between SENCO and LSA’s.	Quality first teaching is known to be more effective than interventions, this will be seen by LSA’s and teachers.	6
CPD/ staff meetings and team teaching on strategies for engagement and independence. These will support metacognition and self-regulation.	Metacognition and self-regulation is shown to have high impact through the primary phase. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1

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

Budgeted cost: £15,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's in all phases to deliver specific and targeted interventions This will include interventions for oral and spoken language and rapid reading.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one and small groups: One to one tuition | EEF (educationendow-mentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	2,4,5,6
Eight o'clock club will be running in Key Stage 1. This is a morning club for targeted children giving them bespoke teaching and activities to close the gaps in Reading and Maths. These children are evaluated and changed regularly.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 5
Support for those children experiencing Mental Health difficulties including anxiety. This support includes use of colour monsters to identify feelings, KS2 Lunch Club and MHST referrals and ELSA.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g; improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf(educa-tionendowmentfoundation.org.uk)	3

Wider strategies

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

Budgeted cost: £15,562

Action	Evidence that supports this approach	Challenge number(s) addressed
Explorer's club This is a twice weekly after school club focussing on forest school type activities to develop children's confidence, language skills and behaviour.	The EEF states that physical activity has important benefits in terms of physical health and well-being. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3,4
WASP (wellbeing and support practitioner) This is specialist support to help children manage their feelings and emotions	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g; improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	2,3
Children and Families support worker Our CFSW works alongside families offering support to both the parents and the children. She also helps with form filling and accessing support for housing and finances.	According to the EEF 'parental engagement has an average positive impact of 4 months' additional progress on children's development'.	2,3
Small fund to support families with after school activities, trips, residentials, emergency needs.	Based on school experience, there is a need to set aside funding to support children in a crisis or at short notice with necessary uniform, equipment or trip costs to avoid them missing out or feeling different.	All

Total budgeted cost: £61,688

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.

Challenge 1: Engagement and Independence

Staff have developed topics and book focusses to engage all the children but especially those who are disadvantaged. The buzz and engagement can be felt at these times. Through observations, pupil voice this is noticed to have an impact on children's engagement but we still need to develop this further especially in Key Stage 2. More CPD needs to be focussed on developing this within our classes.

Challenge 2: Reading

22-23 results:

Year		Reading
1	Disadvantaged	100%
	Non-disadvantaged	90%
	Difference	+10%
2	Disadvantaged	86%
	Non-disadvantaged	85%
	Difference	+1%
3	Disadvantaged	13%
	Non-disadvantaged	62%
	Difference	-49%
4	Disadvantaged	50%
	Non-disadvantaged	86%
	Difference	-36%
5	Disadvantaged	92%

	Non-disadvantaged	72%
	Difference	-20%
6	Disadvantaged	87%
	Non-disadvantaged	82%
	Difference	+5%

There has been an improvement from the previous year but not the 10% increase throughout the whole school.

Through staff discussion, it was felt that a love of reading needs to be a focus to increase the reading levels of all the children. We have discussed ideas such as reading nooks and book swaps. Regular opportunities to read with an adult also needs to be a priority for this academic year.

The phonics skills of the younger children seem to be helping with their reading skills after the introduction of the Essential Letters and Sounds phonics scheme. We now need a wider range of engaging books for each phonics level so that children get a range and depth of reading materials.

We run a Rapid Reading intervention in KS2

Challenge 3: Attendance

22-23 figures:

All students: 94.3%

Non PP students: 95.4%

PP Students: 93.68%

There have been many initiatives implemented over the last year but it is too early to measure the impact of them. Our KS2 lunchtime club is available every day for those who struggle with the noise and crowds of lunchtime. There is also a sensory room available when needed. Well-being ambassadors have been instigated and Colour Monsters to identify and discuss feelings has been implemented across the school. All these measures need to be continued, embedded and developed.

Explorers Club is aimed at children who may not get the rich experiences that other children may receive. This has been hugely successful and we are now changing and adapting how it is run so that more children can attend the club.

Challenge 4: Speech

This year, a specialist speech trained TA delivers bespoke and tailored speech support for a range of children across the school but mainly in Key Stage One. It is too early to see impact in numerical form but can be noticed in individual children's progress.

Cued articulation is a focus in year R and needs to be continued when this cohort reach year 1. This will require CPD and training for these staff.

Challenge 5: Maths

Year		Maths
1	Disadvantaged	100%
	Non-disadvantaged	88%
	Difference	+12%
2	Disadvantaged	57%
	Non-disadvantaged	87%
	Difference	-30%
3	Disadvantaged	38%
	Non-disadvantaged	59%
	Difference	-21%
4	Disadvantaged	38%
	Non-disadvantaged	75%
	Difference	-37%
5	Disadvantaged	88%
	Non-disadvantaged	61%
	Difference	+27
6	Disadvantaged	50%
	Non-disadvantaged	82%
	Difference	-32%

There has been an increase in the Year 6 and Year 2 Maths results. This still needs to be a focus and strategies implemented over the last year need to be embedded and

maintained. Smaller maths classes across KS1 and KS2 has had an impact on the ability for teachers to meet gaps in children's knowledge. Our Maths scheme has been changed to NCETM which allows for smaller steps of progress. CPD for teaching staff has been undertaken, this now needs to be followed on with TA's

TT rock stars and Numbots has been introduced across the school and lunchtime clubs have been established to allow for children who do not have access at home.

Challenge 6: LSA role

Our SENCO has started fortnightly meetings for all LSA's. Specific CPD has been arranged for LSA's as well being involved in whole staff training.

Staff absence has had a big impact on some classes/ phases. In KS1, we now have a floating TA which has a huge impact on their ability to meet children's needs.

General

PP lead and Senco attended all pupil progress meetings to allow for shared thinking and greater knowledge of those who are educationally disadvantaged.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last year our Little Troopers club started again for our military families. We meet twice a half term and staff with military partners also lead the sessions. We also go on trips together and support is given particularly when parents are on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	The children reported that they liked being with children who experienced the same as them. A number of parents have thanked us for running the club as it is greatly received by the children. A sense of shared belonging.